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ABSTRACT

Based on data from site visits to local educational agencies and area vocational technical schools, this report details an evaluation of Georgia's vocational programs. The report is presented in two sections with identical formats. Section 1 contains an analysis of data from secondary programs, while section 2 focuses on data from postsecondary programs. Each section first summarizes conclusions regarding philosophy and purpose, organization and administration, annual and long-range planning, educational programs, physical facilities, community relations, vocational guidance, and placement and followup. Additional postsecondary topics concern staff; learning resource centers; financial resources; equipment, supplies, and instructional materials; and student personnel services. Recommendations are then presented. Tables show team members' responses to the standards and their associated criteria; frequencies of responses are given in percentages. The degree of change in the percentage of "yes" responses is indicated. Computer-generated program improvement profile means (ratings on program effectiveness) are also recorded. A thematic summary of team recommendations and suggestions follow each standard. Competency graphs (frequencies of "yes" responses in percentage form) are depicted for each major service area. Each section concludes with results of over 1,000 questionnaires that evaluated reactions of site team members and system personnel to the evaluation experience and assessment guides. (YLB)

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GEORGIA VOCATIONAL EVALUATION SYSTEM

ON-SITE COMPONENT

THIRD ANNUAL REPORT

Prepared by

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CE 035 027

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PREFACE

Each year the Office of Vocational Education of the Georgia Department of Education conducts an analysis of data generated through on-site evaluations of vocational education programs offered by local education agencies (LEAs) and area vocational technical schools (AVTSs). These evaluations are a cooperative effort between state and local vocational educators.

This report is the culmination of the analysis for fiscal year 1982. The conclusions, recommendations and supporting data presented are designed to be used by vocational educators at all levels. The report can be used to: (1) provide decision makers with information needed to improve programs or plan staff development activities; (2) identify program components that need additional emphasis or modification; and (3) give visibility to innovative programs. Local agencies may find the report particularly helpful in the development of the Local Plan for Vocational Education.

This report is an impartial and constructive analysis of the data gathered during the 1981-1982 school year. Sixty-seven vocational team leaders, and their teams, conducted on-site visits to 58 LEAs and nine AVTSs. In preparing local system evaluation reports, 400 teachers, teacher educators and administrators participated in on-site visits. The AVTSs' reports required efforts of 150 team members. This report also includes results of questionnaires answered by the approximately 550 on-site team members, and by over 800 system personnel following their evaluation experience.

It is hoped that results of the 1982 evaluation analysis will become a working document for program improvements in vocational education in Georgia.

ACKNOWLEDGEMENTS

The author wishes to express sincere appreciation to the team leaders, the team members, and to the other dedicated vocational educators throughout Georgia whose generous gifts of time, energy and expertise made these on-site evaluation visits possible.

Appreciation is also expressed to the system personnel who worked diligently writing reports, gathering exhibit materials, and preparing for their on-site visits.

Special thanks to Margarette Riddle, who assisted with the computer data analysis, and to Faith Shoemaker, who spent hours at the typewriter preparing this report.

Without their time, effort and commitment, this report would not be possible.

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SYSTEMS EVALUATED

Secondary Systems

Atkinson
Bibb
Brantley
Bremen City
Brooks
Burke
Butts
Carroll
Carrollton City
Clinch
Coffee
Colquitt
Columbia
Commerce City
Cook
Dalton City
DeKalb
Dougals
Dublin City
Early
Fitzgerald City
Gilmer
Gordon
Gwinnett
Harris
Johnson
LaGrange City
Long
Lowndes
Macon
Marietta City
Miller
Montgomery
Morgan
Muscogee
Oconee
Pickens
Pierce
Pike
Putnam
Randolph
Rome City
Screven
Stewart
Sumter
Taylor
Tift
Towns
Trion City
Turner
Upson
Walker
Ware
Washington
Wayne
Whitfiled
Wilcox
Wilkinson

Postsecondary Institutions

Augusta Area Vocational Technical School
Ben Hill-Irwin Area Vocational Technical School
Brunswick Junior College
Carroll County Area Vocational Technical School
Glynn County Adult Center
Marietta-Cobb Area Vocational Technical School
Savannah Area Vocational Technical School
Swainsboro Area Vocational Technical School
Troup County Area Vocational Technical School

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INTRODUCTION

Program evaluation is an integral and continuous part of vocational education. Properly evaluated programs form the basis upon which educators make decisions on program development or revisions.

The on-site component of the Georgia Vocational Evaluation System, designed to evaluate programs statewide, was implemented by the Georgia Department of Education, Office of Vocational Education (OVE) during the 1978 school year.

The purpose of the Georgia Vocational Evaluation System is to provide a vehicle for the systematic collection of information for use in planning, reporting and decision making. Evaluation results are used for the improvement of vocational education programs throughout the state. More specifically, the system is designed to meet the following three goals: (1) to promote and assist local education agencies (LEAs) and area vocational technical schools (AVTSs) in providing high quality vocational programs; (2) to insure accountability for the expenditure of federal and state funds allocated for vocational programs; (3) to provide information for planning, staff development, reporting and decision making at state and local levels.

Since the early 1960s, federal legislation for vocational education has made reference to evaluation. The most recent legislation, the Educational Amendments of 1976, required that states evaluate occupational training programs for the purposes of accountability and program improvement. To meet legislative mandates, the OVE developed a schedule to evaluate vocational programs in Georgia on a five year cycle:

Year	Secondary	Postsecondary
FY 1978	1	1
FY 1979	15	3
FY 1980	49	11
FY 1981	56	10
FY 1982	58	9
TOTALS	179	34

The evaluation system was developed and field tested during FY 1978 and FY 1979. In 1980 a more ambitious evaluation endeavor was initiated involving 49 secondary school systems and 11 postsecondary institutions. This accelerated schedule was continued until the first five years was completed in 1982.

The Third Annual On-Site Evaluation report is based upon data generated by on-site visits to 58 LEAs and 9 AVTSs. Visiting teams ranged in size of from 4 to 70 members and were comprised of vocational teachers with program expertise, vocational supervisors, administrators, teacher educators, and members of the State staff.

The purpose of this report is to assist decision makers in LEAs, AVTSs and state agencies in planning and assessing current vocational program efforts. This analysis can be used to: (1) assist local vocational educators in reviewing and revising course or program objectives, establishing priorities, and developing future plans; (2) satisfy federal and state requirements for accountability; (3) identify program components that need additional emphasis or modification; (4) give visibility to innovative programs; and (5) provide direction to the OVE for the allocation of resources, and for the development of products or services.

The report is presented in two sections. Section one contains an analysis of secondary programs' data. The format for each section is identical and conforms to the assessment instruments used by visiting teams.

Each section contains Tables showing team members' responses to the standards and their associated criteria; frequencies of responses are given in percentages. The third column in the Table indicates the degree of change in the percentage of "Yes" responses when compared to last year's figures. A (+) indicates an increase of 5 percent or more; a (-) indicates a decrease of 5 percent or more; and change of ± 5 percent is shown as a (0) or no change; (NA) designates newly added or changed criteria which precluded comparision with previous data.

Although the change column can be used to identify trends in each standard and program area, care must be taken not to draw conclusions by comparing alternate year's data. First, the number of schools evaluated in each year varies, as may be noted in the above evaluation schedule. Second, teams are composed of divergent personalities who may interpret criteria questions differently, therefore, making direct comparisons invalid. These trends, however, may be helpful when making decisions about statewide needs for program improvements or staff development emphases.

Also recorded in the Tables for each standard and program are computer generated program improvement profile Means. These Means are team members' ratings on program effectiveness. Unlike the "Yes" or "No" response required by the assessment guides, profiles are based on a continuum of from one to nine with one representing the lowest rating and nine the highest. A thematic summary of team recommendations and suggestions follow each standard. Competency graphs, frequencies of "Yes" responses in percentage form, are depicted for each major service area.

The last item in each section is the results of over 1,000 questionnaires answered by on-site team members and system personnel, which allowed them to react to their evaluation experience and to the assessment guides.

Following are abbreviations used in this report:

CDC - Career Development Center
COOP - Cooperative Education
CPP - Career Planning Program
CRT - Criterion-Referenced Test

CVAE - Coordinated Vocational Academic Education
DOE - Department of Education
IEP - Individual Education Plan
LEA - Local Education Agency
LRC - Learning Resource Center
MIS - Management Information System
OCR - Office of Civil Rights
OJT - On-The-Job Training
OVE - Office of Vocational Education
PECE - Program of Education and Career Exploration
RVI - Related Vocational Instruction
SPS - Student Personnel Services

SECONDARY SYSTEMS

- Conclusions and Recommendations
- Summary
- Data Analysis
- Competency Graphs for Standards and Programs
- Meta Evaluation Data

CONCLUSIONS

Each on-site visit contributes to the improvement of vocational education in Georgia. The results of the 1982 on-site vocational evaluation effort are therefore not surprising. After four years of on-site visits, school personnel are better able to prepare their programs and exhibits for visiting team study. Even the most cursory review of these data indicates a trend toward program improvement. Most criteria were met by over 90 percent of the schools. It is important to remember when reviewing these data, however, that criteria questions are two-dimensional and do not reflect degree of standard or program excellence. Only the program improvement profile, a continuum of from one to nine, gives a relative measure of program excellence.

Philosophy and Purpose

Although written statements of philosophy and purpose were found in almost all institutions, 25 percent of these institutions did not annually re-evaluate their philosophy, nor did these philosophy statements have LEA approval. Twenty-two percent did not encourage suggestions from administration or students when developing their philosophy statements. Program improvement profile: M = 6.0.

Organization and Administration

Recommendations in the area of organization were limited; however, most teams were concerned about the lack of clearly written job descriptions for vocational personnel. In 41 percent of the schools, evaluators felt first aid training needed to be included in staff development activities. Program improvement profile: M = 6.9.

Annual and Long Range Planning

Almost all schools had evidence of long range planning. In 20 percent of the schools, however, evaluators determined that demographic community changes and job market changes were not taken into consideration in the planning process. In 24 percent of the systems evaluated, staff and faculty members were not aware of the contents of the plan. Many team recommendations indicated evaluator concern that plans, although written and available, were not implemented. Program improvement profile: M = 6.8.

Educational Programs

General. In the nine areas that comprise the General section for Standard IV, Educational Programs, evaluators rated almost all criteria as met. Only four criteria sections fell below the 90 percent range: (1) valid minimum grade levels; (2) plans for removal of obsolete or broken equipment; (3) instructor participation in IEP development; and (4) instructor awareness of responsibility as defined in the IEP. Team members also expressed concern that daily lesson plans were not used in some program areas, and that bias-free resources were not provided to enhance programs. Composite program improvement profile: M = 6.9.

Occupational. For the five areas in the occupational section, almost all criteria ranged in the 90 percent competency area with two criteria questions falling in the 80 percent range: (1) need for safety color lanes in machine shops; and (2) program craft committee meetings not adequately documented. Teams also expressed concern that program evaluation was not a continuous process, based upon stated program objectives and goals.

Another evaluator concern was that courses within the program area were not developed so that each student could be provided with a planned sequence of courses that leads to an occupational objective. Composite program improvement profile: M = 6.6.

Non-Occupational. In pre-vocational programs, PECE and Industrial Arts, evaluators were concerned that not all areas of the curriculum were taught, and that students were not provided with exploratory experiences in high school vocational classes. Team members also indicated some concern, 13 percent, that students were not scheduled to participate in community exploratory experiences. Other concerns were that classes may be too large, and that both male and female students were not provided information to encourage their participation in non-traditional programs. Composite program improvement profile: M = 7.2.

Physical Facilities

One of the weakest standards found by evaluation teams was physical facilities. Although most program improvement profiles indicated a trend toward improvement in this area over last year, 53 percent of the systems were still not providing sufficient light, heat or ventilation for student comfort. Forty-two percent of the schools had insufficient space for the number of enrolled students and 33 percent had electrical outlets, control switches and wiring in unsafe condition. Adequate fire resistent storage was seen as a problem in 48 percent of the schools, while 34 percent had architectural barriers that limited access to the schools by mobility impaired students. Program improvement profile: M = 6.7.

Community Relations

Almost all schools were found to have strong community relations programs. Evaluators were positive and enthusiastic about efforts made by system personnel in this area. Program improvement profile: M = 7.3.

Vocational Guidance

On-site evaluators found that in the 58 high schools evaluated, vocational information was provided and counselors emphasized the vocational opportunities available for students in both high and postsecondary schools. In spite of these positive findings, teams made many recommendations in this standard related to:

1. employment information;
2. assisting middle school students in making career choices;
3. encouraging students to develop personal education plans;
4. guidance staff provide testing for vocational students;
5. provisions for emergency care of student records; and
6. articulation between postsecondary school and high school concerning progress of senior plan students.

Composite program improvement profile: M = 6.6.

Placement and Follow-Up

Although the trend analysis showed marked improvement, another standard of deep concern to on-site evaluation team members was placement and follow-up. In almost half the schools, faculty was not familiar with resources or operation of placement services. In 35 percent of the schools, placement information was not used to improve the vocational program effort. Thirty-four percent of the schools had no systematic follow-up policy and 31 percent kept no placement records. Composite improvement profile: M = 4.9.

RECOMMENDATIONS

Data analysis revealed that improvements are taking place in vocational programs. Because these program improvements must occur at the classroom and instructional levels, local participation and self-improvement are key ingredients in the evaluation process. Using peers as evaluators ensures that team members are given an added learning opportunity; by their exposure to the standards and criteria, they are better able to prepare for self-evaluation at a later date. Moreover, team members are encouraged to take back to their school systems and to implement what they learned during the evaluation process.

It is recommended that the on-site evaluation process continue with every effort made to continue the use of peers as evaluators. Consideration should also be given by the OVE to the use of students and community business and industry representatives as members of visiting teams.

Further emphasis needs to be placed on the development of criteria that adds depth to the evaluation process. Almost all standards show improvement and over 90 percent of the LEAs evaluated met most of the criteria. Now is the time for the OVE to extend criteria and strive for questions that measure program excellence.

On-site evaluators were consistent in commenting on the need to up-grade vocational education facilities, equipment, machines, tools and resource materials. Comments were also made on need for larger lab budgets and sufficient lab space for student enrollment.

Furthermore, implications for staff development activities can be determined by careful criteria review. For example, criteria responses indicated a lack of faculty and staff involvement in: (1) the review of philosophy and purpose; (2) the long range planning process; and (3) the operation of placement services. Careful review of these criteria indicates a need for system personnel to learn planning techniques and procedures. Further staff development implications can be ascertained by decision makers during their data analysis.

Finally, placement and follow-up activities should be planned for and organized at the local level. Because the mission of vocational education is employment, a continuing emphasis on placement and follow-up activities is imperative. Close collaboration with business, industry and government agencies should be maintained in order to institute an effective and efficient placement service.

SUMMARY

Each on-site visit contributes to the improvement of vocational education in Georgia. The results of the 1982 evaluation effort are therefore not surprising. Most standards were met by over 90 percent of the evaluated systems. The exceptions were physical facilities, and placement and follow-up.

Recommendations based on these data analysis are as follows:

1. Continue to use peer evaluation teams, but consider adding students and representatives from business or industry to participate on these on-site visiting teams.
2. Emphasis be placed on developing criteria that adds depth to the standard. Evaluated systems met most criteria, thus the OVE needs to extend criteria and strive for questions that measure program excellence.
3. Continue to improve facilities and equipment.
4. Ensure that bias-free resource materials are available for program improvements.
5. Organize staff development, in planning and other needed areas, based on data analysis.
6. Organize placement and follow-up activities so that close collaboration with business, industry and other government agencies are maintained in order to institute an effective placement service.

SECONDARY SYSTEM DATA ANALYSIS

TABLE I

Philosophy and Purpose

Criteria	% Yes	% No	Change	Profile Mean
LEA developed philosophy & purpose	98	2	(0)	
Philosophy & purpose provides for all students	93	7	(0)	
Program's statement of philosophy & purpose re-evaluated annually	75	25	(+)	
Statement of philosophy & purpose LEA approved	75	25	(-)	
Re-evaluation accomplished by varied groups	88	22	(+)	
Program Improvement Profile				6.3 (0)
N=58				

Philosophy and Purpose

STANDARD I

A statement of philosophy and purpose that expresses the beliefs, concepts, and attitudes of the institution should be developed to guide the vocational education program.

RECOMMENDATIONS

- Philosophy and purpose statements be developed for all systems.
- Philosophy and purpose statements include provisions for accepting all students regardless of handicap, disadvantage, minority status or sex.
- Philosophy and purpose be re-evaluated annually to ensure that programs meet their educational objectives.
- Re-evaluation be accomplished by varied groups.
- Philosophy and purpose be approved by the Local Board of Education.

SUGGESTIONS

None

TABLE II--A1

Organization and Administration

Organizational Structure

Criteria	% Yes	% No	Change	Profile Mean
Organizational chart depicts school structure	97	3	(0)	
Organizational chart reflects relationships of vocational to nonvocational personnel	86	14	(-)	
Clearly written job descriptions outline vocational personnel responsibilities	81	19	(+)	
Duties performed by vocational personnel commensurate with job descriptions	86	14	(+)	
Policy manual available	85	15	(+)	
Organizational structure facilitates vocational process	95	5	(+)	
Job descriptions, organizational charts identify chain of command	86	14	(-)	
Program Improvement Profile				6.8 (0)

N=58

TABLE II--B1

Organization and Administration

Staff and Staff Development

Criteria	% Yes	% No	Change	Profile Mean
Staff development includes first aid training	59	41	(0)	
Staff members oriented on relationship between their program and school philosophy & purpose	83	17	(-)	
Personnel supervision on-going, continuous	100	0	(+)	
Staff development an organized local level program	93	7	(+)	
Conferences held on faculty & staff evaluation	95	5	(+)	
Evidence of staff & faculty involvement in State provided staff development programs	100	0	(+)	
Evidence that instructors update their knowledge by frequent contact with business and industry	100	0	(+)	
Program Improvement Profile				7.1 (+)

N=58

Organization and Administration

STANDARD II

The institution's organizational structure and administration facilitate and support the operation of the vocational education program.

RECOMMENDATIONS

- First-aid training be included in staff development to assist school personnel in coping with school related emergencies.
- Clearly written job descriptions be developed that outline specific responsibilities for each vocational position.

SUGGESTIONS

- Specific vocational personnel responsibilities be spelled out in their job descriptions.
- Local Boards revise their organizational charts where appropriate.

TABLE III

Annual and Long Range Planning

Criteria	% Yes	% No	Change	Profile Mean
Established procedure for planning process	97	3	(+)	
Long range plan includes time lines, resources to support the objectives of plan	88	12	(+)	
Long range plans consider demographic changes, job market changes	80	20	(+)	
Plans include provisions for changes, additions, deletions to program offerings	86	14	(+)	
Local application supports plan objectives	90	10	(+)	
Long range plans consider improvements to facilities, grounds	85	15	(+)	
Staff, faculty aware of contents and support objectives of plan	76	24	(+)	
Long range plan approved by LEA	90	10	(+)	
Evidence of students, faculty and advisory council members involvement in planning process	85	15	(+)	
Program Improvement Profile				6.8 (+)

N=58

Annual and Long Range Planning

STANDARD III

The development of short and long range plans provide for a structured approach to developing an efficient and responsive vocational program.

RECOMMENDATIONS

- Annual and long range plans be implemented that reflect the development of and improvement to facilities and surrounding grounds.
- The planning process include input from students, advisory council and faculty members.
- Plans that address needs for changes, additions or deletions to vocational course offerings be developed using placement and follow-up data to determine program effectiveness.
- Staff be made aware of the contents of long range plans to enhance their support toward program improvement activities.
- Vocational teaching staff, advisory craft committees, and students have input into the planning process whether it be for annual or long range purposes so that program objectives are realized.
- Schools provide evidence that long range plans are implemented.
- Equipment be updated to meet employment standards.

SUGGESTIONS

- Annual and long range plans be reviewed and revised to meet the needs of the program.
- Advisory Council includes school personnel as well as members from the community and business.
- Both short and long range plans be reviewed periodically by staff.

TABLE IV--A1

Educational Programs -- General

Purpose and Objectives

Criteria	% Yes	% No	Change	Profile Mean
Written statement of purpose available	95	5	(0)	
Statement reflects needs of students, community	96	4	(0)	
Program objectives, statement of purpose re-evaluated annually	93	7	(+)	
Program Improvement Profile				7.3 (+)
N=734				

TABLE IV--B1

Educational Programs -- General

Instructional Technology

Criteria	% Yes	% No	Change	Profile Mean
Program objectives identified, listed, stated in measurable and performance terms	91	9	(+)	
Program provides multi-media instructional approach	97	3	(+)	
Work habits, attitudes integrated into curriculum	99	1	(0)	
Students provided with practice time	96	4	(0)	
Program includes activities emphasizing health and safety	98	2	(0)	
Instructional process provides for individual learning differences	97	3	(0)	
Instructional activities of student organizations available to all students	98	2	(+)	
Instructors have curriculum guides consisting of sequenced units	93	7	(+)	
Instructor uses daily lesson plans	92	8	(NA)	
Program Improvement Profile				7.1 (+)

N=734

TABLE IV--C1

Educational Programs -- General

Program Admissions

Criteria	% Yes	% No	Change	Profile Mean
Written policies available to govern admissions	92	8	(+)	
Admission policies clear, published, and readily available	94	6	(+)	
Admission policies free of bias	99	1	(+)	
Valid minimum grade levels for reading, computational skills for enrollment available for vocational programs	82	18	(+)	
Minimum grade levels reasonable, based on past student success and failures	82	18	(+)	
Students not meeting minimum grade level requirements identified as academically disadvantaged	83	17	(+)	
Male, female students provided information, opportunity to enter non-traditional programs	99	1	(+)	
Program Improvement Profile				7.0 (+)

N=734

TABLE IV--D1

Educational Programs -- General

Learning Resource/Media Center

Criteria	% Yes	% No	Change	Profile Mean
Materials, audio-visual aids, reference books, related technical manuals, sufficient provides a multi-media approach	91	9	(+)	
Funds provided for purchase of learning resources	94	6	(+)	
Learning resource materials include audio-visual aids, equipment, reference books, industrial & technical manuals, pertinent trade, technical & professional periodicals	95	5	(0)	
Learning resource materials conveniently located	94	6	(0)	
Program Improvement Profile				6.9 (0)

N=734

TABLE IV--E1

Educational Programs -- General

Equipment, Instructional Material and Consumable Supplies

Criteria	% Yes	% No	Change	Profile Mean
Consumable supplies, instructional materials and equipment adequate to meet objectives	83	17	(+)	
Inventory system used	99	1	(0)	
Instructional equipment used to attain objectives	98	2	(0)	
Plan available for systematic replacement of equipment	80	20	(+)	
Obsolete, broken, unusable equipment disposed of, repaired, or updated	84	16	(+)	
Classrooms, storage areas, laboratories, equipment maintained in clean manner	94	6	(NA)	
Instructional materials non-discriminatory	98	2	(+)	
Program Improvement Profile				7.1 (+)

N=734

TABLE IV--F1

Educational Programs -- General

Student Record Keeping and Assessment

Criteria	% Yes	% No	Change	Profile Mean
Criterion referenced measures used to determine student attainment of defined objectives	92	8	(+)	
Current records of students' progress in meeting performance objectives maintained	92	8	(+)	
Efforts made to determine tests' reliability and validity	96	4	(+)	
Process for reporting progress of high school senior students enrolled in postsecondary programs to parent high school	98	2	(+)	
Program Improvement Profile				7.1 (+)

N=734

TABLE IV--G1

Educational Programs -- General

Staff

Criteria	% Yes	% No	Change	Profile Mean
Established channels of communications between administration and staff	97	3	(0)	
Instructor has professional development plan	94	6	(0)	
Professional development plan provides for professional improvement through courses, work experience, conferences, seminars, workshops, self-study	92	8	(0)	
Instructors' professional development plans include objectives related to the improvement of methods of teaching special needs students	94	6	(+)	
New instructors required to attend special workshops	99	1	(+)	
LEA encourages and supports professional growth	99	1	(+)	
Instructor/student ratio compatible with program objectives and work stations	90	10	(0)	
Instructors/staff evaluated annually	99	1	(+)	
Program Improvement Profile				6.6 (-)

N=734

TABLE IV--H1

Educational Programs -- General

Program Review and Evaluation

Criteria	% Yes	% No	Change	Profile Mean
Process for evaluating student attainment of course objectives	97	3	(+)	
Process to evaluate programs in terms of objectives, content and methods	96	4	(+)	
Evaluation process includes provisions for suggestions from faculty, staff, advisory committees, job placement history, employers	95	5	(+)	
Program Improvement Profile				6.7 (0)
N=734				

TABLE IV--I1

Educational Programs -- General

Special Populations

Criteria	% Yes	% No	Change	Profile Mean
Instructor assigned to coordinate academic and vocational education	97	3	(+)	
Instructional material and equipment provided to enable handicapped students to benefit from instruction	99	1	(+)	
Services of regular or remedial academic teacher available	96	4	(+)	
Academic remediation services available to special needs students	97	3	(+)	
Existing programs adapted so special needs students benefit from instruction	98	2	(+)	
Enrolled handicapped students provided tutors, readers, interpreters to assist instructors	97	3	(+)	
Program facilities free of architectural barriers	88	12	(+)	
If barriers are evident, a transition plan is on file	95	5	(+)	
Instructurs participate in development of I.E.P.	80	20	(+)	
Instructors aware of responsibilities defined in I.E.P.	88	12	(+)	
I.E.P. for each student reflects long range goals and short term objectives and instructional strategies	89	11	(+)	
Each enrolled handicapped student evaluated to determine progress made towards goals and objectives	90	10	(+)	
Handicapped students provided opportunity to participate in all vocational activities	97	3	(+)	
Male, female students provided information needed and opportunity to participate in any program, service or activity	99	1	(+)	
Program Improvement Profile				6.4 (0)

N=734

Educational Programs -- General

STANDARD IV

The instructional programs are designed and implemented using instructional technology, staff, equipment and other supportive services to achieve program objectives.

RECOMMENDATIONS

- Program objectives be identified, listed and stated in measurable performance terms.
- Program statements of purpose reflect community needs.
- Daily lesson plans be developed to reflect course objectives and used by instructors.
- Curriculum guides consist of sequenced units of study and specified time requirements.
- Admission policies be clearly expressed, published and made readily available.
- Male students be given the opportunity to enter non-traditional programs.
- Efforts be made to recruit non-traditional students into programs.
- Valid minimum grade levels for reading and computational skills be developed and used for program admissions.
- Minimum grade levels based on student success and failures be maintained.
- Students not meeting minimum grade levels be admitted into programs as academically disadvantaged and receive additional help from resource teachers.
- Funds be provided for the purchase of additional reference books.
- Books and technical manuals be made available to enhance program offerings.
- Audio-visual materials be made available within program areas.
- Sufficient bias-free resources be provided to programs.

- Adequate consumable supplies be made available to meet program objectives.
- Appropriate equipment be acquired to support instruction.
- Equipment and supplies be adequate to meet program objectives.
- Obsolete and broken equipment be replaced according to the planned replacement schedule.
- An inventory system be developed for supplies and materials.
- Records of students' progress in meeting each performance objective be maintained.
- A formal program evaluation plan be developed to determine if program goals and objectives are being met.
- Program areas be made free of architectural barriers.
- A transitional plan be written to eliminate architectural barriers and placed on file for use in the school when handicapped students enroll.
- I.E.P.s be developed, defined, and used to reflect long range goals and short-term objectives as well as instructional strategies to be used by the instructor for the handicapped student.
- Instructors participate in I.E.P. development, and be made aware of their responsibilities in the I.E.P.
- A coordinated effort for handicapped students be instituted for placement, follow-up and I.E.P. development.
- Instructional materials be reviewed and made free of sexual or racial biases.

SUGGESTIONS

- Coordination between middle and senior high school programs be developed to allow for effective use of exploratory programs as feeders to the high school programs.
- Consumable supply allowances be increased to allow sufficient laboratory practice to meet course objectives.
- Student evaluations be made in terms of recording student progress in meeting course objectives.
- Additional resource materials be provided.

TABLE IV--A2

Educational Programs -- Occupational

Instructional Technology

Criteria	% Yes	% No	Change	Profile Mean
Programs organized to provide knowledge and develop skills for occupational success	99	1	(+)	
Students informed of licensing and certification procedures prior to enrollment	99	1	(+)	
Sequenced learning objectives identified and used to reach program objectives	99	1	(+)	
Instructor develops and uses series of lesson plans	95	5	(+)	
Student provided planned sequence of courses which lead to an occupational objective	94	6	(+)	
Learning experiences varied	98	2	(+)	
Labs, tools, equipment maintained in clean, safe condition	92	8	(+)	
Supplies and equipment properly stored, hand tools cleaned, oiled, cutting edges sharpened	92	8	(+)	
All machines and equipment secured to prevent walking or moving	90	10	(+)	
Sufficient space in labs and shops	93	7	(+)	
Floors kept in good repair	95	5	(+)	
Safety integrated into lab and shop instruction	97	3	(+)	
First aid kits available, usable	94	6	(+)	
Instructors, students aware of emergency, first aid procedures	98	2	(+)	
Energy awareness integrated into curriculum	96	4	(+)	
Safety guards provided and secured to machines	98	2	(+)	

TABLE IV--A2 (continued)

Criteria	% Yes	% No	Change	Profile Mean
Cut-off switches for machines and equipment easily identifiable and reachable from operator's position	96	4	(+)	
Safety color codes used to mark emergency equipment, traffic aisles	97	3	(+)	
Safety guards provided for exposed exhaust fans	93	7	(+)	
Emergency eyewash stations available in areas using caustic or toxic substances	98	2	(+)	
Respirators available for students engaged in spraying operations	96	4	(+)	
Personal protection devices, rubber gloves, protective aprons, eye protectors available and used				
Program Improvement Profile				6.7 (0)

N=508

TABLE IV--B2

Educational Programs -- Occupational

Program Craft Advisory Committees

Criteria	% Yes	% No	Change	Profile Mean
Program has active program craft committee that meets twice a year	91	9	(+)	
Minutes of program craft committee retained for two years	90	10	(+)	
Minutes indicate dates of meetings, agenda, members present, and recommendations presented	89	11	(+)	
Program craft committee includes representatives from business, labor, industry	95	5	(+)	
Program Improvement Profile				6.6 (+)

N=508

TABLE IV--C2

Educational Programs -- Occupational

Program Review and Evaluation

Criteria	% Yes	% No	Change	Profile Mean
Courses derived through job analysis by incumbents	98	2	(+)	
Vocational programs consist of planned sequence of courses that lead to occupational objectives	97	3	(+)	
Job placement opportunities available for students who complete or leave programs	96	4	(+)	
Results of job placement and employer satisfaction information to ensure that program meets student and community needs	96	4	(+)	
Results of program craft committee evaluations used for program improvement	95	5	(+)	
Program Improvement Profile				6.6 (+)

N=508

TABLE IV--D2

Educational Programs -- Occupational

Live Work

Criteria	% Yes	% No	Change	Profile Mean
Written procedures stipulate restrictions that apply to live work	96	4	(+)	
Policy stipulates that neither the system, school or school employees shall receive economic profit	96	4	(+)	
Live work relates to training for acquisition of occupational skills and is assigned to individuals or groups of students for specific skill development	98	2	(+)	
Live work projects scheduled to coincide with instructional unit for which the live work is associated	97	3	(+)	
Program Improvement Profile				6.6 (0)

N=508

TABLE IV--E2

Educational Programs -- Occupational

Cooperative Education Supplement

Criteria	% Yes	% No	Change	Profile Mean
One individual assigned co-op responsibility	99	1	(+)	
Work experiences provide opportunity for students to increase skills	99	1	(+)	
Records indicate work related experience, employer evaluations used for achievement	98	2	(+)	
Work experience includes written assessment by employer of students' personal, social behaviors	98	2	(+)	
Students' aptitude, interest considered in placing in co-operative stations	98	2	(+)	
Cooperative coordinator visits sutdents regularly	99	1	(+)	
Cooperative coordinator provided with daily time to coordinate, plan and supervise program	96	4	(+)	
Legal requirements relating to student employment complied with prior to work assignment	98	2	(+)	
Students work a minimum of 15 hours per week at a salary commensurate with other salaried employees	99	1	(+)	
Students in cooperative work have a training program signed by the cooperative coordinator	97	3	(+)	
Records for cooperative education students maintained for five years	96	4	(+)	
Cooperative services available to students from non-profit private schools	98	2	(+)	
Early release policy used to make co-op program responsive to the students' occupational objectives	99	1	(+)	
Program Improvement Profile				6.7 (0)

N=508

Educational Programs -- Occupational

STANDARD IV

The instructional programs are designed and implemented using instructional technology, staff, equipment and other supportive services to achieve program objectives.

RECOMMENDATIONS

- Students be informed prior to enrollment of occupational certification or license requirements.
- Specific courses within ghe program be developed so that each student can be provided with a planned sequence of courses that lead to an occupationa objective.
- Respirators be made available for students engaged in spraying operations where the possibility exists of inhaling harmful mist, fumes or vapors.
- Eye protection be provided and used for each student in shop activities.
- Emergency eye wash stations be installed in lab areas.
- Lighting be sufficient so that students can study.
- Adequate light, heat and ventilation be provided in all program areas.
- Safety guards be installed on table saws and tool rests be tightened on grinders.
- Color coding on shop equipment be used and safety lanes be marked and maintained.
- Floors be repaired and kept free of safety obstacles.
- All machines and equipment, except portable machines and equipment, be appropriately secured to prevent walking or moving.
- Storage areas, tools and equipment and laboratories be maintained in a clean, orderly manner.
- Safety be integrated into the laboratory.
- Adequate storage space be provided to assist program with meeting occupational objectives.

- Electrical outlets in laboratories be replaced to provide for a safe working environment.
- Main electrical emergency on/off switches be clearly marked and all students be instructed in both location and use.
- Craft advisory committees be organized and meet at least twice a year.
- Minutes of the advisory committee meetings be kept on file and available for review for two years.
- Minutes of advisory committee meetings indicate members present.
- Programs be evaluated on an on-going process in terms of objectives, content and methods.
- Program evaluation process be improved.
- A written live work policy be drawn up that stipulates the restrictions that apply to such work.
- Planned live work projects that are scheduled for students should coincide with the scheduled instructional unit.
- Instructional materials for occupational skill development be obtained for every co-op student.
- Training agreements and written employer evaluation be kept on file for students in work experience situations.
- Records for cooperative education students be kept for five years.
- Student enrollment in programs be made compatible with existing work stations.

SUGGESTIONS

- Copies of all work permits be placed in the coordinators' files.
- Procedures to expediate the funding of a live work program be established.
- Laboratories be provided to complement the voational programs.
- Storage space be provided to free program space for teaching.
- Additional space be provided to lab programs for lecture purposes.
- Word processing be added to the curriculum.

- Labs be painted with expoxy to improve over-all appearance and to prevent stains.
- Doors be installed between labs to eliminate noise.
- Programs be kept free of extraneous noise.
- Consideration be given to carpeting business machine labs to reduce noise.
- Feasibility of purchasing safety glasses be considered to eliminate sweat and fogging problems faced in using goggles.
- First aid policies be established relieving health occupation instructors of "school nurse" duties.
- First aid courses be offered to staff.

TABLE IV--A3

Educational Programs -- Non-Occupational

Coordinated Vocational and Academic Education

Criteria	% Yes	% No	Change	Profile Mean
Academically and economically disadvantaged students recurited and admitted to CVAE program	97	3	(+)	
CVAE students identified and jointly enrolled in regular vocational programs	86	14	(0)	
Provisions for remedial assistance to enable students to function in regular vocational program	97	3	(+)	
Curriculum taught by CVAE Coordinator supports competencies required in occupational programs	97	3	(+)	
Job-placement services provided for economically disadvantaged students	92	8	(+)	
Work permits, training agreements, and written employer evaluations filed for students in work experience situations	86	14	(0)	
CVAE Coordinator assigned on a full-time basis to duties outlined in the program job description	92	8	(NA)	
Assistance provided, by teacher aides, to support CVAE program	89	11	(+)	
Program Improvement Profile				7.5 (+)

N=37

TABLE IV--B3

Educational Programs -- Non-Occupational

Consumer Homemaking

Criteria	% Yes	% No	Change	Profile Mean
Curriculum includes:				
Child and Family Development	98	2	(0)	
Clothing and Textiles	98	2	(0)	
Foods and Nutrition	98	2	(0)	
Consumer Education and Resource Management	98	2	(+)	
Housing and Resource Management	98	2	(+)	
Current State curriculum guides used as basis for instruction	97	3	(+)	
Male, female students provided opportunity to enroll in programs	100	2	(+)	
Supervised home projects accomplished by students	97	3	(+)	
Classes for adults and out-of-school youth conducted as part of extended year activities	96	4	(+)	
Program Improvement Profile				8.7 (+)

N=120

TABLE IV--C3

Educational Programs -- Non-Occupational

Industrial Arts

Criteria	% Yes	% No	Change	Profile Mean
Industrial arts instructors teach:				
Exploratory Industrial Arts	93	7	(+)	
World of Construction	87	13	(+)	
World of Manufacturing	85	15	(+)	
Power/Transportation	77	23	(+)	
Current State curriculum guides used for the industrial arts exploratory instruction program	96	4	(+)	
Industrial arts program provides exploratory and pre-vocational experiences	98	2	(+)	
Male, female students provided opportunity to enroll in industrial arts programs	100	0	(+)	
Curriculum provides learning experiences that assist students in making occupational choice	99	1	(+)	
Program Improvement Profile				6.4 (0)

N=88

TABLE IV--D3

Educational Programs -- Non-Occupational

Program of Education and Career Exploration

Criteria	% Yes	% No	Change	Profile Mean
P.E.C.E. courses 12 or 18 weeks in length	94	6	(+)	
Students included from all achievement levels and socio-economic backgrounds	100	0	(+)	
Coordinator assigned to P.E.C.E. instruction and coordination on a full-time basis	84	16	(+)	
P.E.C.E. students provided with exploratory experiences in high school vocational clases	87	13	(+)	
P.E.C.E. students flexibly scheduled to participate for 2 hours in community exploratory experiences	87	13	(+)	
Safe and reliable transportation provided to support the community exploratory experiences	99	1	(+)	
Coordinator has one unencumbered class period daily for transporting and supervising P.E.C.E. students	85	15	(+)	
Program Improvement Profile				6.0 (-)

N=31

TABLE IV--E3

Educational Programs -- Non-Occupational

Related Vocational Instruction

Criteria	% Yes	% No	Change	Profile Mean
RVI teacher assigned on a full-time basis to duties outlined in program job description	96	4	(+)	
Joint planning between vocational educators, RVI teacher in developing I.E.P.	100	0	(+)	
Vocational interest and aptitude of RVI student identified	83	17	(+)	
Teacher aides provided for RVI programs to provide support	96	4	(+)	
Course content of RVI program based on related instruction necessary for students to succeed in regular program	100	0	(+)	
Working relationship among RVI, special education and vocational education in meeting students' needs	100	0	(+)	
Students enrolled in RVI program selected by LEA's special selection committee according to legal categories of handicapping	100	0	(+)	
Program Improvement Profile				7.4 (+)

N=29

Educational Programs -- Non-Occupational

STANDARD IV

The instructional programs are designed and implemented using instructional technology, staff, equipment and other supportive services to achieve program objectives.

RECOMMENDATIONS

- In CVAE programs, interlocking team teachers handle the basic remediation process provided that coordinators keep enrollment to 45-60 students, and also that they coordinate students' mock work experience aspects of the program.
- Provisions be made to provide office space for CVAE teacher-coordinators.
- Both male and female students be provided with information needed for decision making and the opportunity to participate in any program, service or activity without regard to sex, race, national origin or handicap.
- Plans for curriculum be developed cooperatively between Junior and Senior high school teachers.
- Electrical wiring be made safe.
- Enrollments in labs be limited to the number of available work stations.
- Programs include individualized instruction.

SUGGESTIONS

- CVAE program be provided with a telephone for placement, evaluation and emergency purposes.
- Consideration be given to adding an RVI program to schools without them to provide extra assistance to students with special needs.

TABLE V--A1

Physical Facilities

Existing Facilities

Criteria	% Yes	% No	Change	Profile Mean
Institution provides light, heat and ventilation	47	53	(0)	
Space allocations appropriate for number of students	58	42	(0)	
Facilities conveniently located for male, female students	97	3	(+)	
Plan available for emergency medical care for students and faculty	93	7	(+)	
Facilities free from architectural barriers	66	34	(+)	
Transition plan on file to eliminate barriers	86	14	(+)	
Restroom facilities provided for mobility impaired students	75	25	(+)	
Storage areas available, conveniently located	74	26	(+)	
Fire resistent storage areas available	52	48	(+)	
Fire alarms and extinguishers in all buildings	92	8	(+)	
Exits clearly marked, free from obstruction	86	14	(+)	
Electrical outlets, control switches in safe condition	67	33	(+)	
Working fire alarms	95	5	(+)	
Fire extinguishers discharged and refilled annually	95	5	(+)	
Fire extinguishers accessibly located	86	14	(+)	
Available fire extinguishers compatible with potential hazard	96	4	(+)	
Program Improvement Profile				6.7 (+)

N=58

TABLE V--B1

Physical Facilities

Operation and Maintenance of Facilities

Criteria	% Yes	% No	Change	Profile Mean
Plan for operating and maintaining the facility	88	12	(+)	
Annual inventory of equipment available	100	0	(+)	
General cleanliness, housekeeping, conducive to learning	75	15	(0)	
Evidence indicates efforts made to conserve energy	100	0	(+)	
Program Improvement Profile				6.9 (+)

N=58

Physical Facilities

STANDARD V

The physical facilities meet the needs of the programs being offered. The facilities support the total vocational education program and provide for the health, comfort and safety of students and staff.

RECOMMENDATIONS:

- Fire resistent storage areas be made available for storage of combustible equipment.
- Fire alarms be repaired and kept in working order.
- Storage facilities be provided for combustible materials.
- Electrical outlets be updated to provide a gounded three-wire system.
- Lighting be kept sufficient for students' needs in the classroom.
- Protective coverings be attached to all florescent lights in vocational laboratories.
- Schools provide adequate light, heat and ventilation in all program areas.
- A ramp be provided for at least one entrance and one exit point of the buildings for those students confined to wheelchairs.
- Typewriter cards be routed so that obstructions in the aisles of the typing room are eliminated.
- Worn counter tops in labs be replaced.
- Termite damage be repaired.
- General cleanliness and housekeeping be kept at a level that promotes learning.
- Enrollment in labs be limited to number of available work stations.

SUGGESTIONS

- Adequate ventilation be provided in laboratories.
- Broken floors be repaired.
- Landscaping be undertaken when funds permit.

TABLE VI--A1

Community Relations

Criteria	% Yes	% No	Change	Profile Mean
Person designated responsible for coordination of community relations	97	3	(+)	
School personnel advised and aware of roles in community relations effort	100	0	(+)	
Community relations representative maintains list of media	92	8	(+)	
File of community relations activities available	86	14	(0)	
Program Improvement Profile				7.4 (+)

N=58

TABLE VI--B1

Community Relations

Advisory Council Involvement

Criteria	% Yes	% No	Change	Profile Mean
Evidence of active Advisory Council for school	92	8	(+)	
Records of Advisory Council meetings filed	93	7	(+)	
Local Advisory Council minutes indicate dates of meetings, agenda, members present, and recommendations	88	12	(+)	
Records for Advisory Council minutes retained for two years	93	7	(+)	
Local Advisory Council includes representatives from business, industry, labor, handicapped	93	7	(+)	
Advisory Council includes members of both sexes and ethnic minorities	95	5	(+)	
Advisory Council provides advice concerning programs, equipment, curriculum, employment, job development, and Local Application	93	7	(+)	
Program Improvement Profile				7.2 (+)

N=58

Community Relations

STANDARD VI

An effective and continuous program of community relations is maintained to provide a close relationship with business, industry, and other organizations and to ensure that vocational education is available to all persons who should be served by the vocational programs.

RECOMMENDATIONS

- Advisory councils be kept active, meeting at least twice a year, and meeting minutes be kept for a two year period.
- Representatives from business, industry, labor and the home be included in local advisory councils.
- A file depicting community relations activities be maintained.

SUGGESTIONS

None

TABLE VII--A1

Vocational Guidance

Career Awareness and Orientation

Criteria	% Yes	% No	Change	Profile Mean
High School provides vocational guidance information	100	0	(+)	
Students enrolled in high school made aware of vocational programs	100	0	(+)	
Students encouraged to seek career information from guidance office	97	3	(+)	
Organized effort implemented to assist prospective vocational students to visit vocational laboratory areas	86	14	(+)	
Counselors emphasize vocational opportunities in high school and postsecondary school	100	0	(+)	
Updated employment information available	85	15	(+)	
High school provides high quality presentations on vocational education program	88	12	(+)	
Efforts make students, business and industrial groups, community agencies aware of vocational programs	98	2	(+)	
Organized tours of high school's vocational education program facilities conducted for students, parent groups, school personnel	88	12	(+)	
Program Improvement Profile				6.5 (0)

N=58

TABLE VII--B1

Vocational Guidance

Career Decision Making

Criteria	% Yes	% No	Change	Profile Mean
Students assisted in relating interests and abilities to vocational education	88	12	(0)	
Students, enrolled in feeder school, assisted in relating interests and abilities to vocational education opportunities in high school	91	9	(0)	
Students invited to participate in organized guidance sessions	85	15	(0)	
Organized efforts to inform students of alternative pathways toward satisfying personal career	95	5	(+)	
Students assisted in making vocational program decisions by guidance office	88	12	(0)	
Individual guidance available to students	98	2	(0)	
Students encouraged to develop a personal education plan	93	7	(+)	
Adjustments to plan made on regular basis	95	5	(+)	
Students provided with counseling while they train	98	2	(+)	
Exit interviews conducted with vocational change, drop-out	92	8	(+)	
Appropriate student information shared with staff	98	2	(+)	
Program Improvement Profile				6.7 (0)

N=58

TABLE VII--C1

Vocational Guidance

Staff

Criteria	% Yes	% No	Change	Profile Mean
Size of guidance staff compatible with population	91	9	(+)	
Counselors work with vocational teachers to gain understanding of various vocational offerings	95	5	(+)	
Counseling personnel participate in State conducted in-service workshops	83	17	(+)	
Program Improvement Profile				6.7 (+)

N=58

TABLE VII--D1

Vocational Guidance

Testing and Records

Criteria	% Yes	% No	Change	Profile Mean
Procedure established to maintain security of student records	95	5	(0)	
Students' records available to counselors and teachers to provide guidance	100	0	(0)	
Provisions made for emergency care of students' records	73	27	(+)	
Counseling process uses reliable and valid predictors of success in vocational programs	85	15	(+)	
Diagnostic services provided for instruction of disadvantaged and handicapped students	95	5	(+)	
Program Improvement Profile				6.2 (0)

N=58

Vocational Guidance

STANDARD VII

The vocational guidance activities are planned to facilitate career awareness and orientation, career decision making, and to provide for appropriate testing and record keeping in support of the vocational education programs.

RECOMMENDATIONS

- Updated employment information on each offered vocational program should be made available to prospective vocational students.
- An organized effort be implemented to encourage and assist prospective vocational students in visiting vocational laboratories to talk with teachers and to review the facilities.
- High schools provide high quality presentations on vocational education program options and opportunities for use with community groups.
- Students in middle schools be assisted in making career choices relative to the vocational education opportunities available at the high school.
- Students be formally assisted in relating their interests and abilities to the vocational learning opportunities at the schools.
- Students be encouraged to develop personal education plans.
- Members of the guidance staff be designated to provide testing and other vocational services for potential vocational students.
- Plans be developed to provide follow-up information to determine status of students who develop personal plans to attend vocational programs at postsecondary institutions.
- Students be assisted in making vocational career decisions and interpretation of appropriate standardized vocational interest and aptitude tests.
- Exit interviews be conducted with each vocational "change" or "drop-out".
- Size of guidance staff be made compatible with population served.

- The counseling and guidance personnel participate in available State conducted in-service workshops on vocational education.
- Provisions be made for emergency care of students' records in accordance with a written plan.
- Procedures be developed and employed to provide for reporting on a quarterly basis from the postsecondary to the LEA the progress of each student enrolled in the senior plan program.
- Counseling process utilize instruments that are valid predictors of success in specific vocational programs.

SUGGESTIONS

None

TABLE VIII--A1

Placement and Follow-Up

Placement Services

Criteria	% Yes	% No	Change	Profile Mean
Organized job placement effort	68	32	(+)	
One individual assigned to coordinate service	68	32	(+)	
Placement process coordinated effort among student, counselors, teachers	78	22	(+)	
Current file listing employment and educational opportunities maintained	73	27	(+)	
Faculty oriented annually on resources, operation of placement service	59	41	(+)	
Placement services available to all students	72	28	(+)	
Placement services coordinated with other agencies	79	21	(+)	
Program Improvement Profile				5.0 (+)

N=58

TABLE VIII--B1

Placement and Follow-Up

Follow-Up

Criteria	% Yes	% No	Change	Profile Mean
Policy ensures that follow-up is systematic	66	34	(+)	
Placement records maintained on graduate or early leavers	69	31	(+)	
Placement and follow-up information used to improve vocational effort	65	35	(+)	
Program Improvement Profile				4.9 (+)
N=58				

Placement and Follow-Up

STANDARD VIII

Placement services provide on-going services to vocational program completers and leavers in facilitating employment in areas related to their occupational training. Follow-up services should provide school personnel with information regarding placement and the relevance of instructional programs.

RECOMMENDATIONS

- Program placement and follow-up data be maintained and used by schools to determine program effectiveness and areas of needed program improvements.
- A program be developed and implemented that provides for the placement of every student, both completers and early leavers enrolled in vocational education, and that this be a coordinated effort between students, counselors and teachers.
- Placement services be established to provide job opportunities to vocational program completers and leavers in areas related to their occupational training.
- One individual be assigned the responsibility to coordinate job placement for all students.
- Faculty be oriented on the resources and operation of placement services annually.
- Current files of existing employment opportunities be maintained and made available for student and teacher use.
- A school policy be developed and a system implemented that provides for the follow-up of every student (both graduates and early leavers) enrolled in vocational education, and that this system use MIS data as one of its data sources. The information developed should be made available to all instructional personnel and administrative staff to improve the vocational effort.
- Policies be established to assure systematic follow-up with placement records maintained on each graduate and early leaver.

SUGGESTIONS

None

COMPETENCY GRAPHS FOR STANDARDS AND PROGRAM AREAS

COMPETENCY GRAPHS FOR STANDARDS AND PROGRAM AREAS

Ideally, each criterion for each standard should have a "Yes" response. In this way each standard would indicate 100 percent attainment of criteria deemed essential for quality vocational programs. Because this is not always the case, the achievement graphs give a visual representation of system competency by standard.

Additionally, competency graphs are provided for major service program areas evaluated under Standard IV (Educational Programs). The graphs are divided into major headings that appear in the assessment guide format and are further grouped according to occupational or non-occupational programs as follow:

Occupational	Non-Occupational
Business Education	CVAE
Health Occupations	Consumer Homemakring Education
Marketing and Distributive Education	Industrial Arts
Trade and Industrial Education	PECE
	RVI

f i g u r e 1

AGRICULTURE EDUCATION

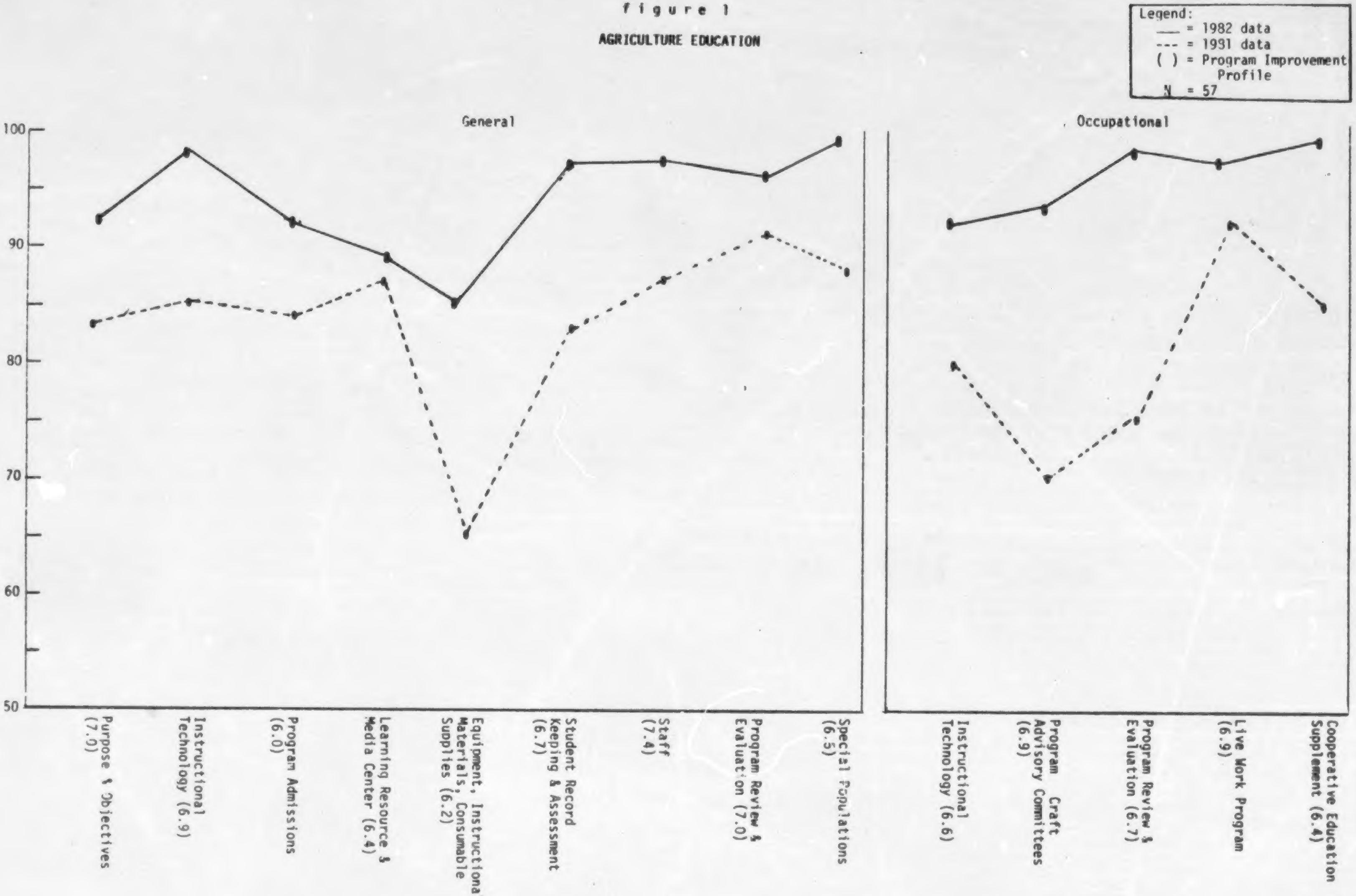


figure 2

BUSINESS EDUCATION

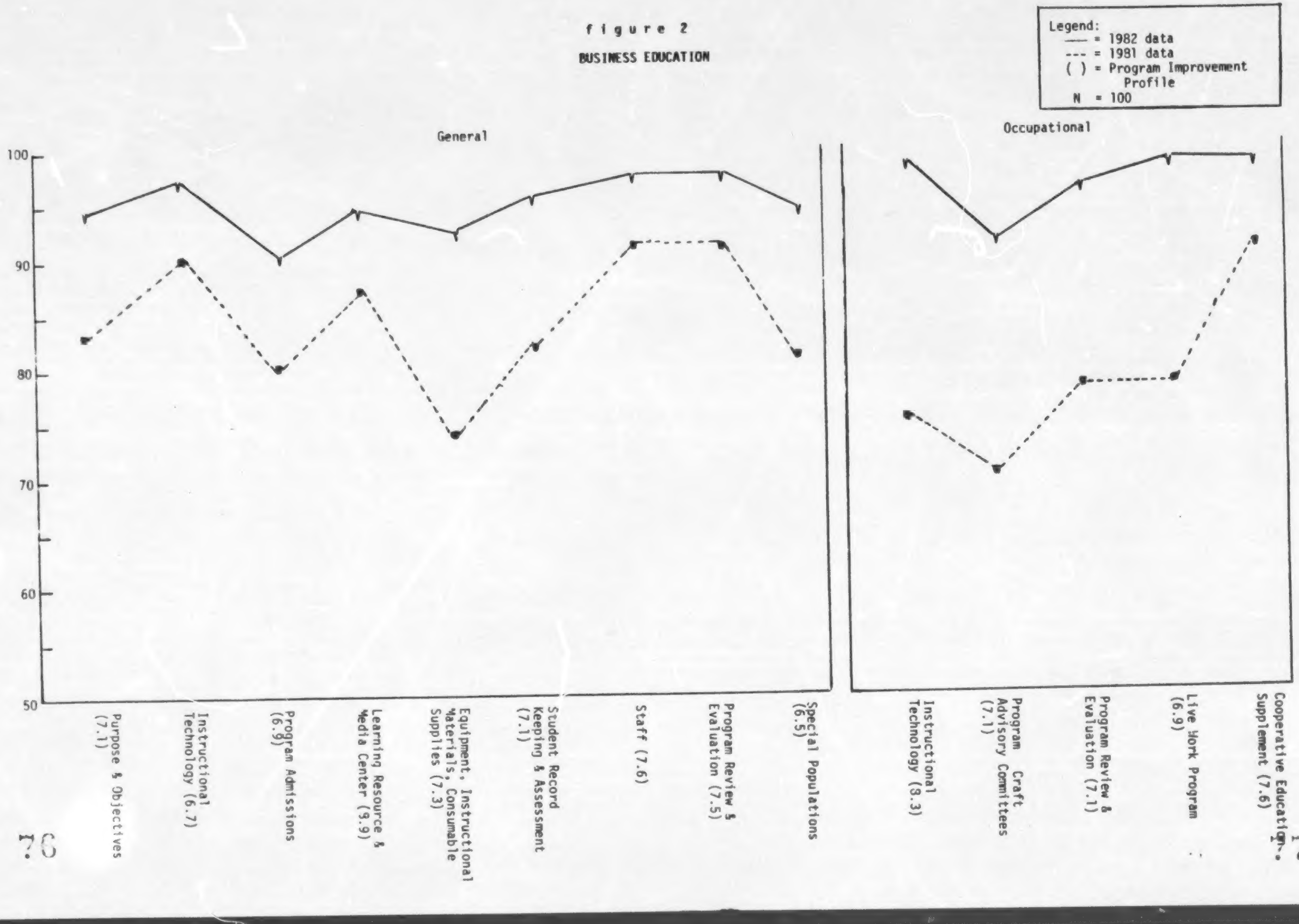
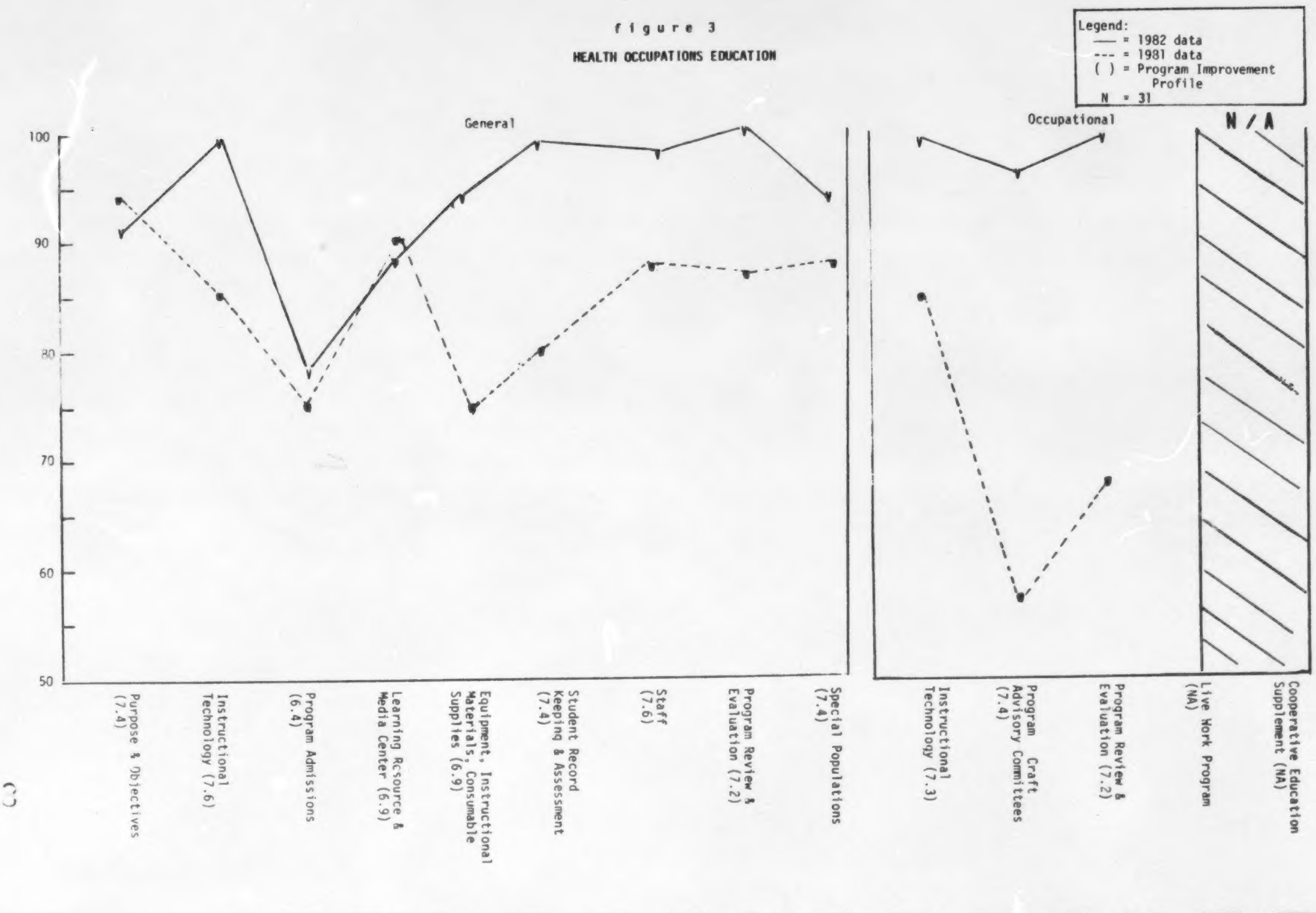


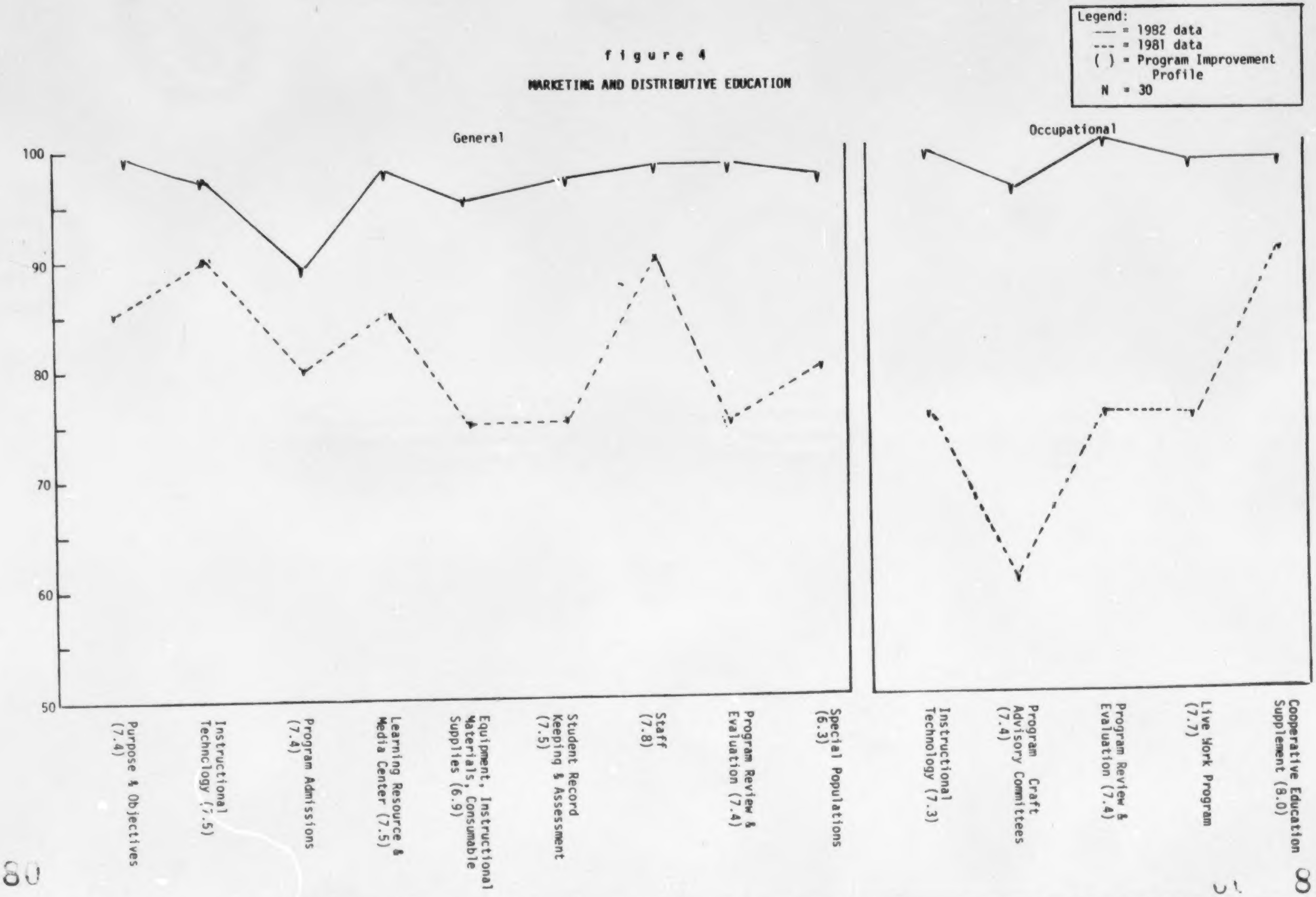
figure 3

HEALTH OCCUPATIONS EDUCATION



f i g u r e 4

MARKETING AND DISTRIBUTIVE EDUCATION



Oct 80
Oct 81

Figure 5

TRADE AND INDUSTRIAL EDUCATION

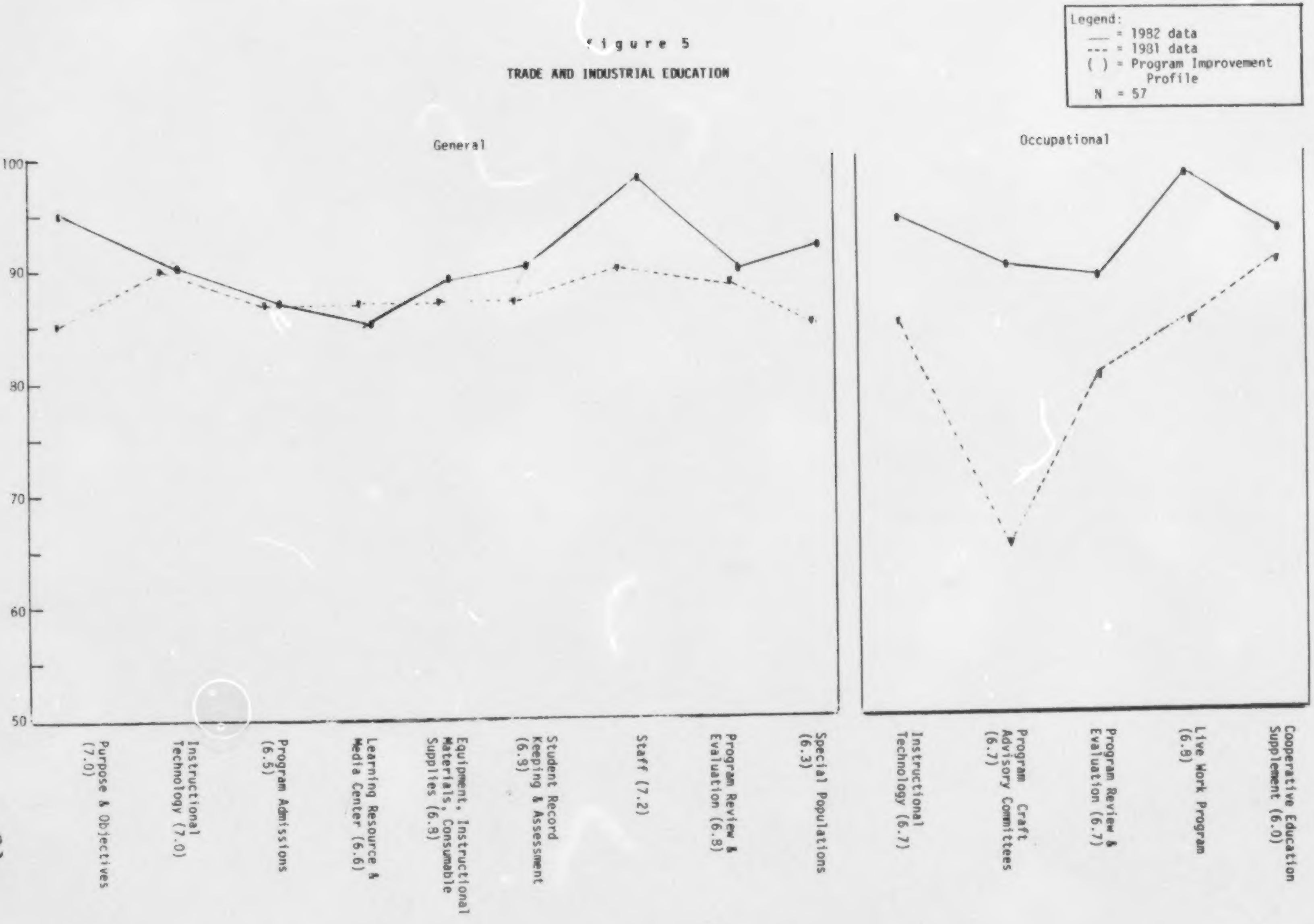


figure 6

COORDINATED VOCATIONAL AND ACADEMIC EDUCATION

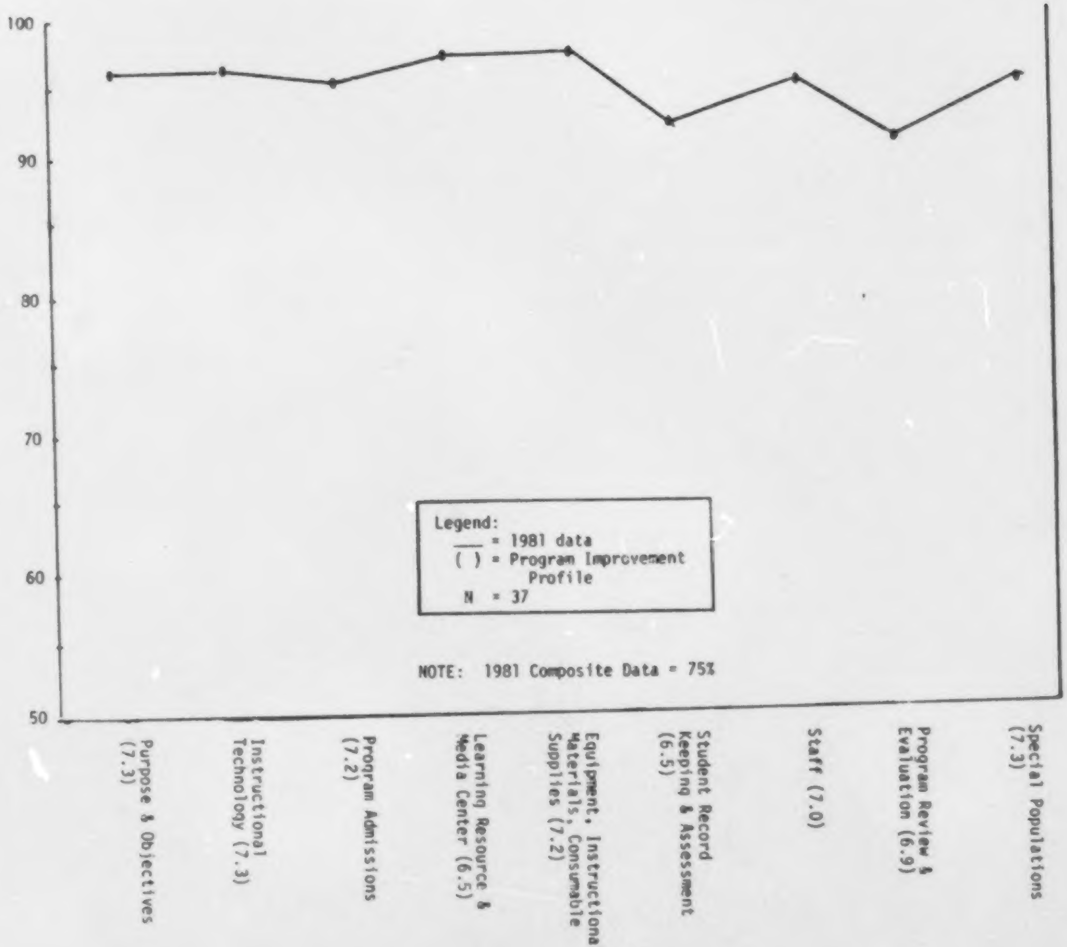


figure 7

CONSUMER AND HOMEMAKING EDUCATION

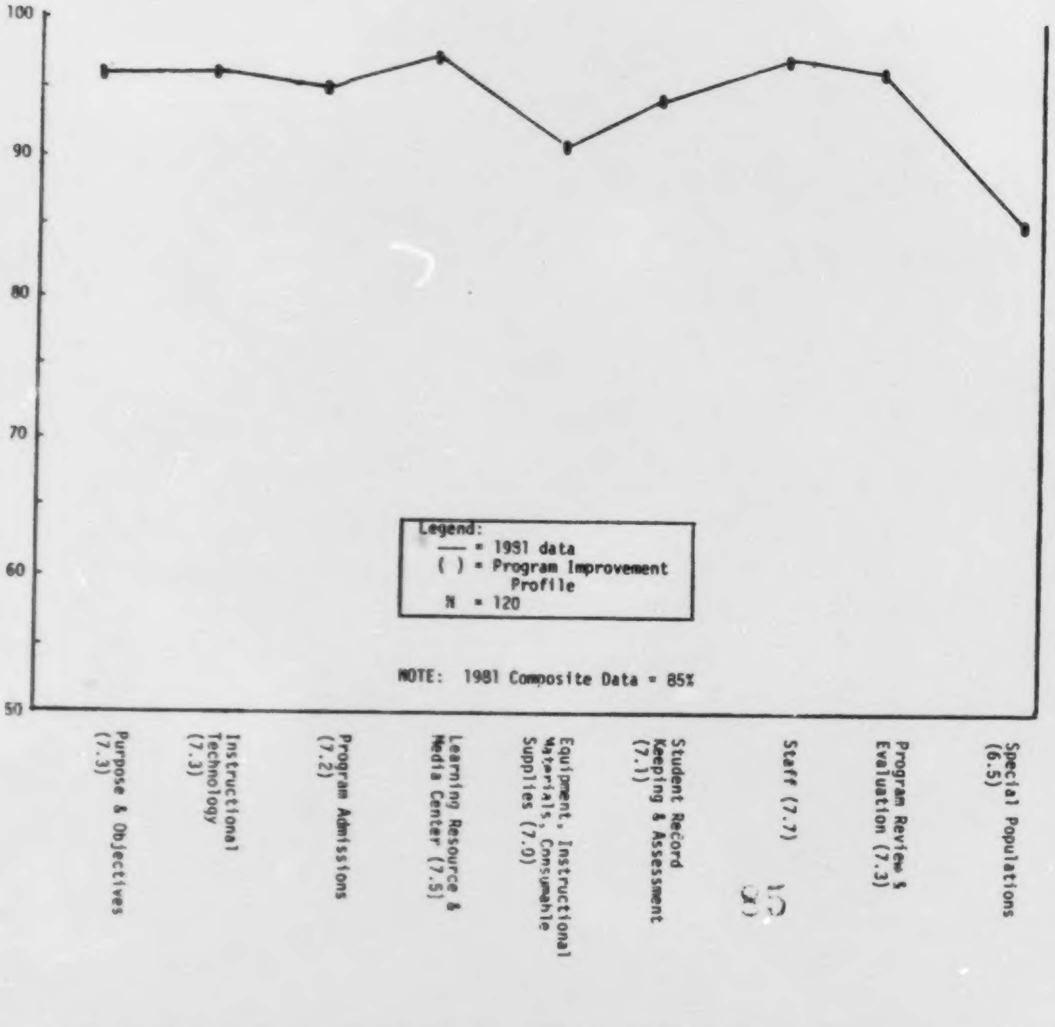


figure 8

INDUSTRIAL ARTS EDUCATION

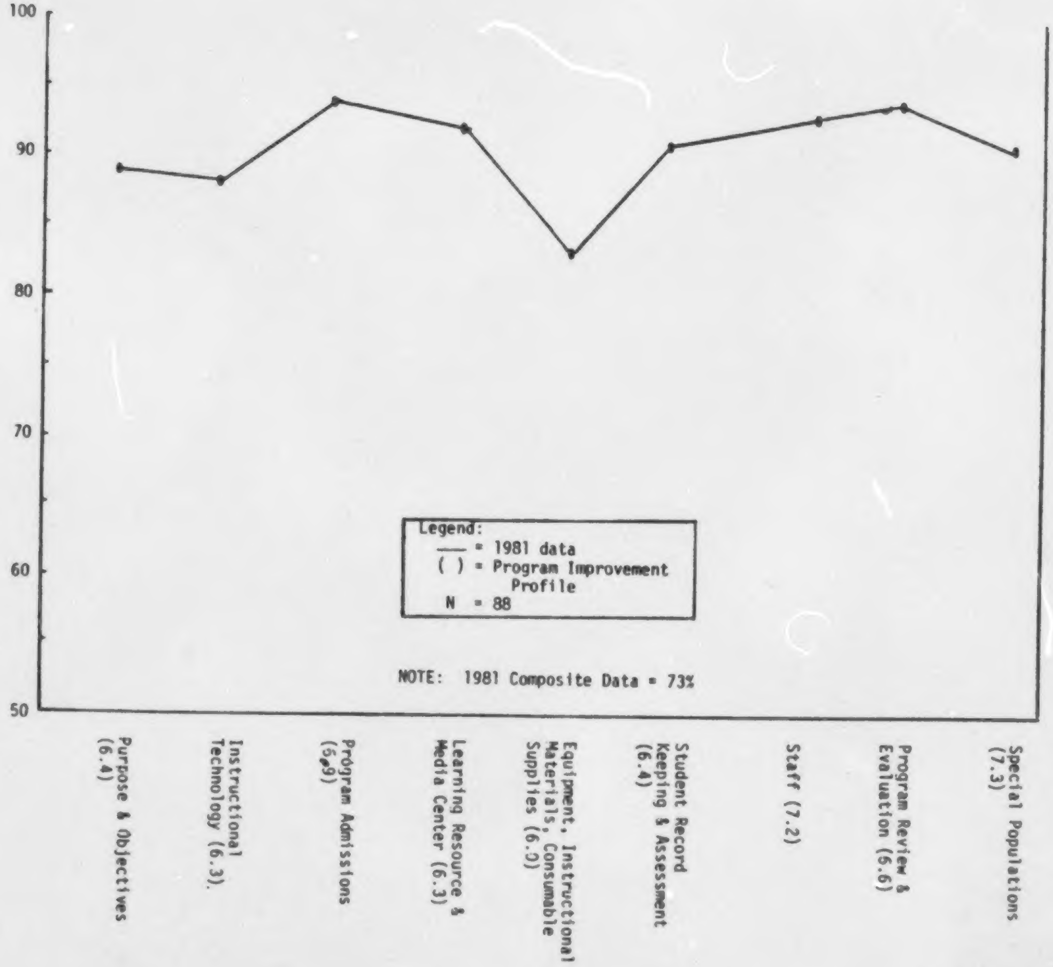


figure 9

PROGRAM OF EDUCATION AND CAREER EXPLORATION

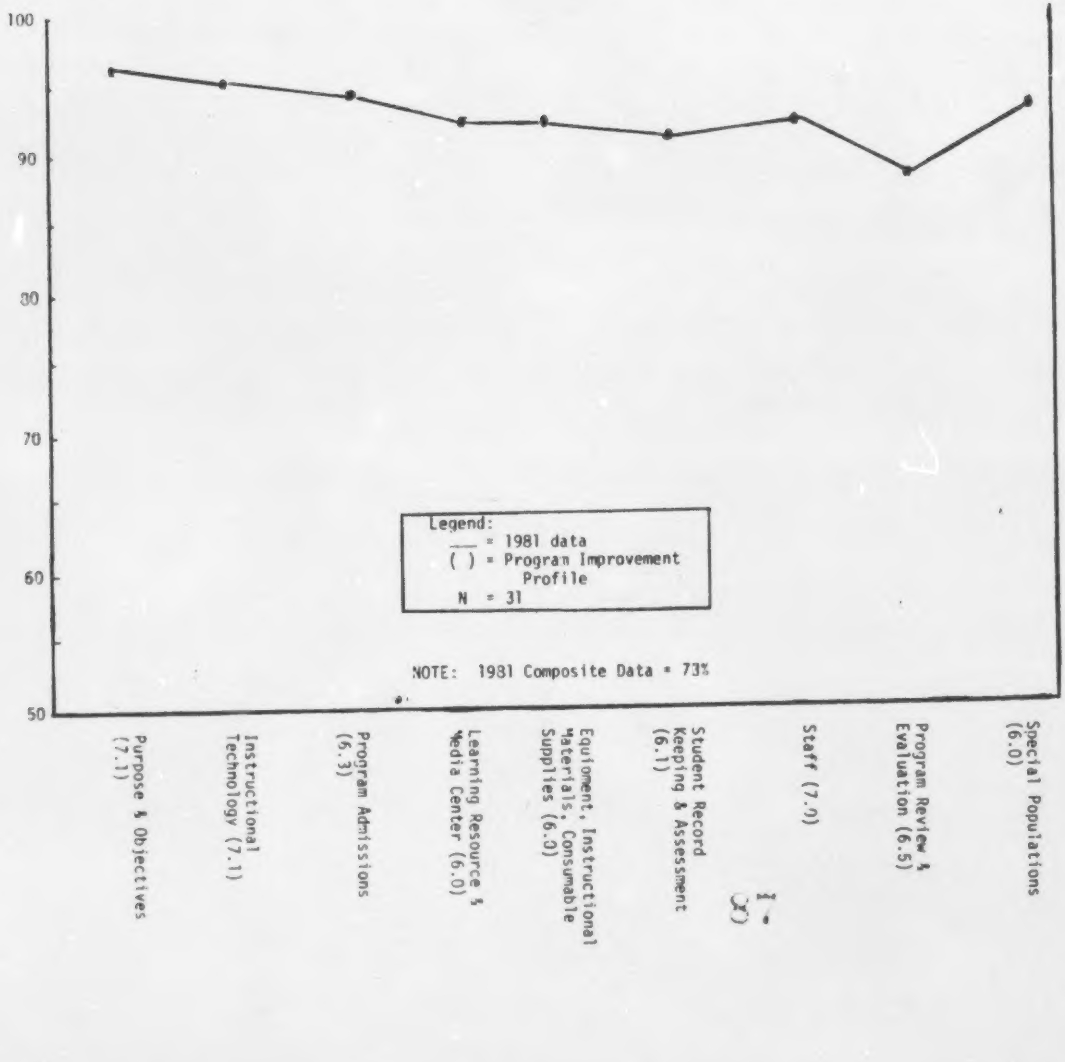


figure 10

RELATED VOCATIONAL INSTRUCTION

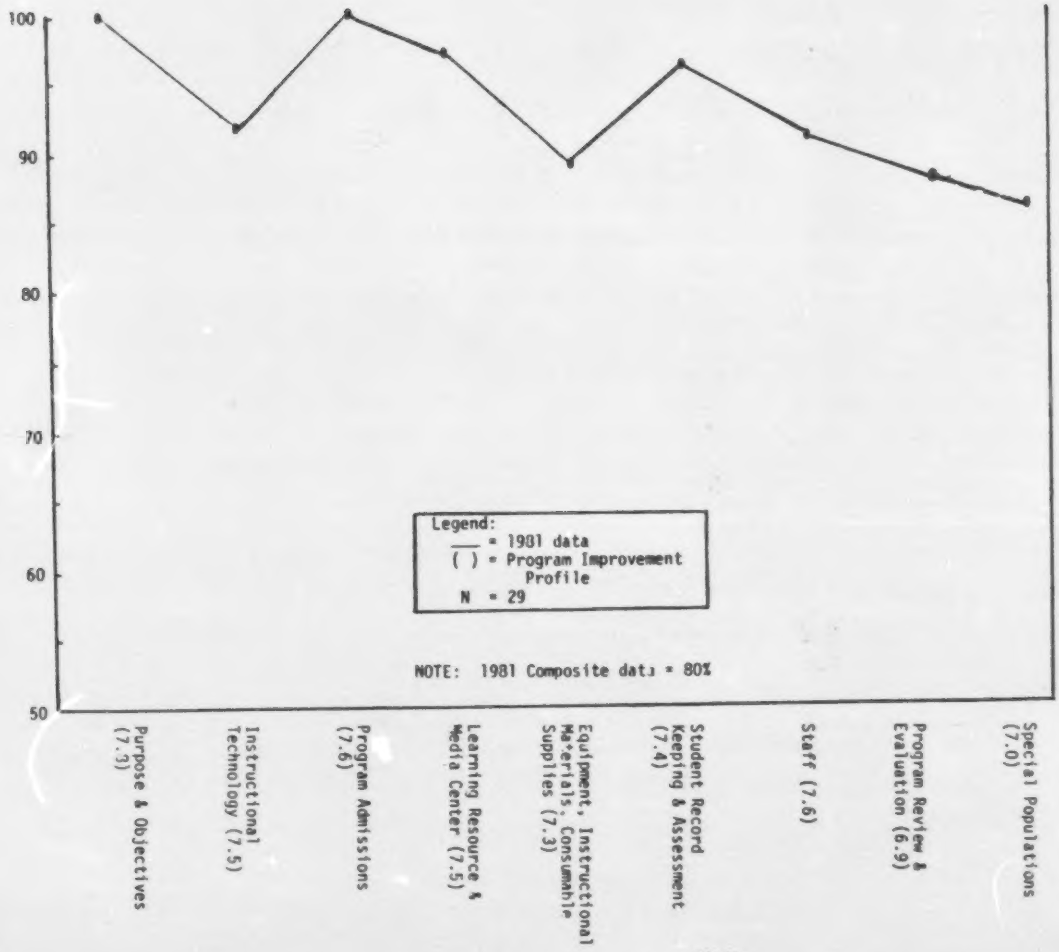
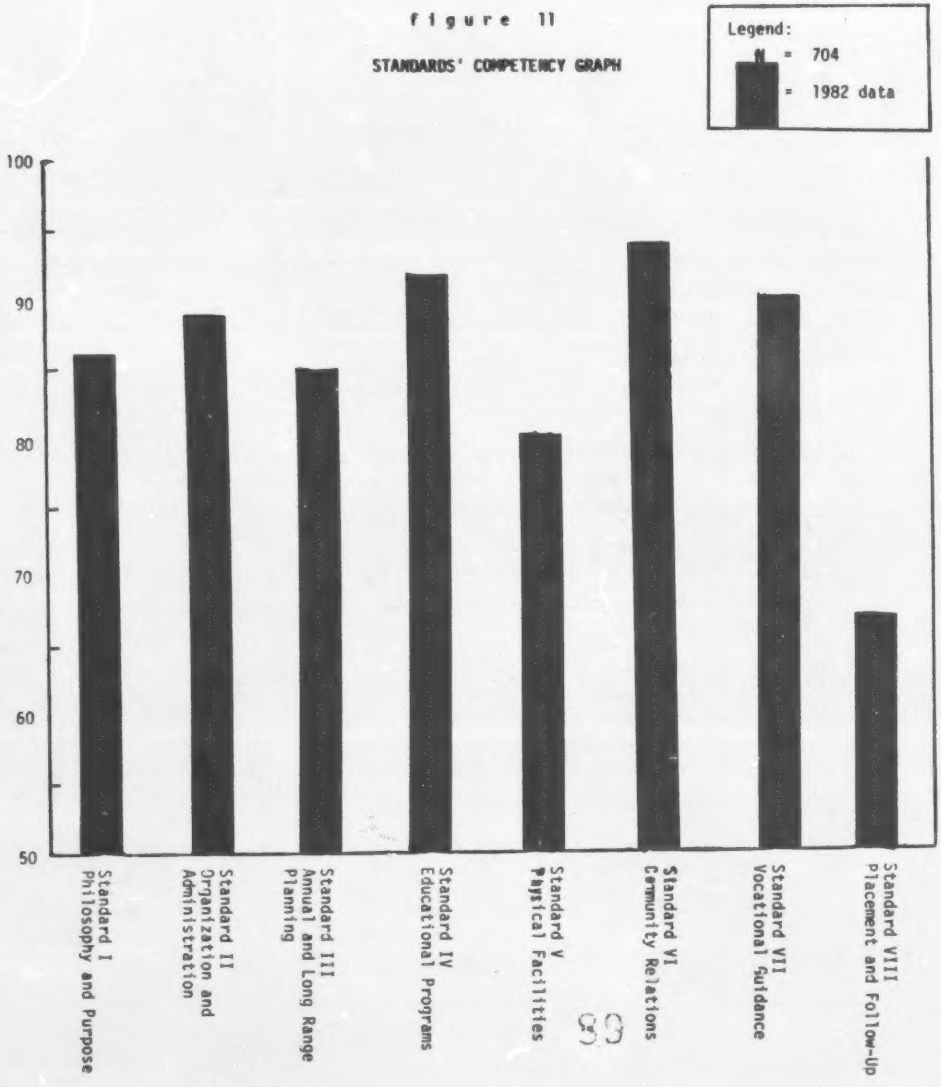


figure 11

STANDARDS' COMPETENCY GRAPH



META EVALUATION DATA

META EVALUATION DATA

The Georgia Vocational On-site component of the evaluation system has a meta evaluation component (an evaluation of the evaluation). It is through this process that the evaluation system becomes responsive to change.

The meta evaluation documents consist of two questionnaires. One is used by team members, and is filled out by them upon completion of the evaluation; the second is filled out by school system personnel. These questionnaires are designed to gather data for instrument modification.

TABLE IX

Team Member Responses to Evaluation Follow-Up Questionnaires

	% Yes	% No
Orientation session clarified roles	94	6
Additional criteria questions needed	12	88
Delete criteria questions	29	71
Ambiguous criteria questions	23	78
Final report represents team consensus	99	1
*Comments		
N=340		

*
- More evaluation of teaching
- Instrument effective for purpose
- Good learning experience
- Team leader attempted to persuade sub-teams to water down reports
- Good team and leader
- Break multiple questions into single items
- Need more time
- Orientation should be more specific with materials discussed in greater detail
- Need to know standard to be evaluated in advance
- Large counties need more evaluators
- List of team members made available
- Orientation should include how to write recommendations and suggestions
- State in-service workshop not available for counselors
- Not enough time to do a complete job
- Provide for replacement of absent team members
- VOT should be separate from BE

TABLE X

System Personnel Responses to Evaluation Follow-Up Questionnaires

	% Yes	% No
Participated in self-assessment	93	7
Additional criteria questions needed	6	94
Delete criteria questions	16	84
Ambiguous criteria questions	11	89
Purpose of self-assessment clear	96	4
*Comments		
N=488		

* · Observe teaching skills
- Too much time spent in preparation and too little in actual evaluation
- Need space to mark transitory to show standards are in process of being met
- Evaluation not comprehensive enough
- Evaluators should spend time with students
- Would like to see results of this evaluation
- Involve administrators more

POSTSECONDARY INSTITUTIONS

- Conclusions and Recommendations
- Summary
- Data Analysis
- Competency Graphs for Standards and Programs
- Meta Evaluation Data

CONCLUSIONS

Each on-site visit contributes to the improvement of vocational education in Georgia. The results of the 1982 on-site vocational evaluation effort are therefore not surprising. After four years of on-site visits, institutional personnel are better able to prepare their programs and exhibits for visiting team study. Even the most cursory review of these data indicates a trend toward program improvement. Most criteria were met by over 80 percent of the AVTSs. It is important to remember when reviewing these data, however, that criteria questions are two-dimensional, and do not reflect degree of standard or program excellence. Only the program improvement profile, a continuum of from one to nine, gives a relative measure of program excellence.

Philosophy and Purpose

Although written statements of philosophy and purpose were found in all nine institutions evaluated, 40 percent of these institutions did not maintain records of an annual review nor did this review process include input from various sources. In 20 percent of the institutions philosophy statements did not have governing board approval. Program improvement profile: M = 7.7.

Organization and Administration

Recommendations in the area of organization were limited. However, teams expressed concern in 40 percent of the institutions that goals and priorities of the governing body were neither identified or expressed. In 20 percent of the institutions, team members were concerned about the inavailability of job descriptions. Program improvement profile: M = 7.8.

Long Range Planning

All schools had evidence of long range planning. In 40 percent of the AVTSs, however, evaluators determined these plans did not consider the discontinuance of programs. In 20 percent of the institutions evaluated, the governing body, faculty, staff and advisory committee members were not involved in new program development. Program improvement profile: M = 7.6.

Educational Programs

Institution. In the three areas that comprise the Institutional section for Standard IV, evaluators rated almost all criteria as met. Evaluators, however, were concerned about the lack of a student appeal process in 40 percent of the AVTSs. In 20 percent of the AVTSs, evaluators were concerned about the lack of bias-free admission policies, available admissions criteria, and validity of program admission requirements. In some instances recruiting materials were found to be sex-biased.

Additional comments made by evaluators related to the need for the establishment of valid minimum grade levels for reading and computational skills necessary for success in regular vocational programs. Composite program improvement profile: M = 6.1.

General. For the seven areas in the general section, almost all criteria ranged in the 90 percent competency area with only two criteria questions falling in the 80 percent range: (1) instructors' participation in IEP development for students under 21 years old, and (2) instructors' awareness of long and short term objectives in the IEP.

Another team recommendation was that inconsistencies in grading be eliminated by using criterion-referenced measures. Composite program improvement profile: M = 6.3.

Occupational. Most of the occupational criteria ranged well in the 90 percent level, with two exceptions: (1) program craft committee, and (2) live work sections. Team members in 25 percent of the AVTSs recommended that program craft committees include representatives from business, labor or industry, and that programs have active craft committees that meet twice a year. Teams were concerned that written policies which stipulate live work restrictions were not in evidence in 15 percent of the AVTSs visited. Team members also commented on the need for instructors to use lesson plans to ensure sequence in learning objectives, and for the need for an organized curriculum, and implemented, to teach students resume preparation, job interviewing techniques, work ethics, productivity and human relations. Composite program improvement profile: M = 6.6.

Non-Occupational. In the non-occupational programs, evaluators were concerned that consumer education was not available to evening students in over half, 55 percent, of the AVTSs. In 33 percent of the evaluated institutions, there was no evidence of consumer education available to full-time students.

Many evaluators felt that CDC personnel should develop plans that identify the validity of student evaluation instruments. Composite program improvement profile: M = 6.2.

Staff

Evaluation teams had few recommendations to make on this standard. However, there was no evidence of in-service training for noninstructional personnel in 40 percent of the AVTSs, and in 20 percent there was no evidence of a personnel evaluation system. Program improvement profile: M = 7.2.

Learning Resource Center

Although almost all criteria were met in the Standard, teams felt plans for evaluating LRC effectiveness were needed in 40 percent of AVTSs evaluated. Program improvement profile: M = 6.5.

Financial Resources

Although all program improvement profiles indicated decreases in this area over last year's figures, almost all criteria were met by 100 percent of the AVTSs evaluated. Areas of concern to visiting teams were: (1) sufficient personnel available for record keeping; (2) budget development based on objectives; (3) sources of funds clearly identified; (4) records kept on expenditures; and (5) persons who collect money be bonded. Program improvement profile: M = 6.5.

Physical Facilities

Although all program improvement profiles indicated a trend toward improvement in this area over last year, 60 percent of the AVTSs were still not providing adequate light, heat or ventilation for student comfort. Forty percent of the institutions had architectural barriers, buildings that were not identifiable to partially sighted students, and electrical wiring, plugs or receptacles in unsafe condition. Adequate fire extinguishers were seen as a problem in 20 percent of the institutions. Program improvement profile: M = 7.2.

Equipment, Supplies and Instructional Materials

In 100 percent of the AVTSs on-site evaluators found evidence of planning that included the selection of high quality equipment, and that this equipment was used to reach program objectives. In spite of these positive findings, teams made many recommendations in this standard regarding the:

1. development of equipment replacement schedules;
2. need for preventive maintenance plans;
3. need for equipment to meet safety standards;
4. discarding of obsolete equipment; and
5. need for well-maintained and serviceable equipment.

Composite program improvement profile: M = 6.5.

Student Personnel Services

This standard was found to be one of the strongest standards with almost all criteria met by 100 percent of the AVTSs evaluated. Teams were concerned about the use of valid and reliable tests in 60 percent of the AVTS, and in 40 percent of the AVTSs concern was expressed that these tests be administered by trained personnel.

Team members also expressed concern on the lack of plans available for the emergency evacuation of student records. Program improvement profile: M = 6.5.

Placement and Follow-Up

Although most criteria indicated an increase over last year's figures, teams still expressed concern about the need for an operational placement plan that outlines communication networks between business, industry and other community resources. Another communicated need was for students to be taught job interviewing and job application skills. Additional emphasis in AVTSs needs to be placed on the placement of students in non-traditional jobs. Team members also felt that follow-up information be used as one measure of institutional success in meeting its objectives. Program improvement profile: M = 6.7.

Community Relations

Although teams made few recommendations for this Standard, criteria trend analysis indicated a decrease over last year's figures. Teams were concerned that advisory councils were not active or used to provide advice concerning programs to be added or deleted; adequacy of equipment; appropriateness of curriculum; employment opportunities; job development; and review and approval of the local application. Program improvement profile: M = 6.6.

RECOMMENDATIONS

Data analysis revealed that improvements are taking place in vocational education programs. Because program improvement must occur at the classroom and instructional levels, local participation and self-improvement are key ingredients in the evaluation process. Using peers as evaluators ensures that team members are given an added learning opportunity; by their exposure to the standards and criteria, they are better able to prepare for self-evaluation at a later date. Moreover, team members are encouraged to take back to their area school and to implement what they learn during the evaluation process.

It is recommended that the on-site evaluation process continue with every effort made to continue the use of peers as evaluators. Consideration should also be given by the OVE to the use of students and community business and industry representatives as members of visiting teams.

Further emphasis needs to be placed on the development of criteria that adds depth to the evaluation process. Since almost all standards show improvement and over 80 percent of the evaluated AVTSs met most of the criteria, now is the time for the OVE to extend criteria and strive for questions that measure program excellence.

On-site evaluators were consistent in commenting on the need for: (1) a student review process; (2) bias-free admissions policies and recruiting materials; (3) the elimination of inconsistencies in grading by the use of criterion-referenced tests.

Furthermore, implications for staff development activities can be determined by careful criteria review. For example, criteria responses indicated: (1) lack of involvement by the governing body, faculty, administration, staff and advisory committees in planning for new program development or for the discontinuation of programs; (2) attention to sources of funds; and (3) the development of clearly written job descriptions. Careful review of these data indicates a need for AVTSs' personnel to learn planning techniques and procedures. Further staff development needs can be ascertained by decision makers in the AVTSs.

Finally, on-site evaluators were consistent in commenting on the need to up-grade vocational education facilities, equipment, machines, tools and resource materials. Comments were also made on the need for larger lab budgets, and sufficient lab space for student enrollment.

SUMMARY

Each on-site visit contributes to the improvement of vocational education in Georgia. The results of the 1982 evaluation effort are therefore not surprising. Most standards were met by over 80 percent of the evaluated AVTSs. The only exception was physical facilities.

Recommendations based on these data analysis are as follow:

1. Continue to use peer evaluation teams, but consider adding students and representatives from business or industry.
2. Emphasis be placed on developing criteria that adds depth to the standard.
3. Staff development in planning, and other areas based on criteria analysis be initiated.
4. A student review process, bias-free recruitment materials, and admissions policies be developed.
5. Elimination of inconsistencies in grading by the use of criterion-referenced tests.
6. Facilities, equipment, tools, supplies and resource materials be continually up-graded in order to maintain an effective and efficient vocational education offerings in the AVTSs.

POSTSECONDARY INSTITUTION DATA ANALYSIS

TABLE I--A1

Philosophy and Purpose

Philosophy

Criteria	% Yes	% No	Change	Profile Mean
Philosophy expresses beliefs, concepts, attitudes of school	100	0	(0)	
Philosophy clear and concise	100	0	(+)	
Philosophy consistent with operational practices	100	0	(+)	
Philosophy available to public	100	0	(0)	
Program Improvement Profile				8.0 (+)

N=9

TABLE I--B1

Philosophy and Purpose

Purpose

Criteria	% Yes	% No	Change	Profile Mean
Institution's purpose to provide instruction to produce qualified people for employment	100	0	(0)	
Purpose clear, concise	100	0	(0)	
Purpose consistent with operational practices	100	0	(+)	
Purpose available to public	100	0	(0)	
Program Improvement Profile				8.0 (+)

N=9

TABLE I-- C1

Philosophy and Purpose

Review of Philosophy and Purpose

Criteria	% Yes	% No	Change	Profile Mean
Institution's statement of philosophy and purpose reviewed annually	80	20	(+)	
Review process includes input from various sources	60	40	(-)	
Record of annual review	60	40	(-)	
Local board of control approved philosophy and purpose	80	20	(NA)	
Program Improvement Profile				7.0 (+)

N=9

Philosophy and Purpose

STANDARD I

A statement of philosophy and purpose shall be developed which expresses the beliefs and attitudes of the institution, and why the institution was established and continues to exist.

RECOMMENDATIONS

- The statement of philosophy and purpose be reviewed annually and a record of this review be maintained.
- The philosophy and purpose be approved by the local board and a record of this approval be maintained.

SUGGESTIONS

None

TABLE II--A1

Organization and Administration

School Operation

Criteria	% Yes	% No	Change	Profile Mean
Legally constituted governing body responsible for schools	100	0	(0)	
Goals and priorities of governing body identified, clearly expressed	60	40	(-)	
Legally constituted body delegates authority for implementation of policy	100	0	(+)	
Policies serve as guidelines	100	0	(0)	
Written procedures available as guide in operation of school	100	0	(0)	
Clearly written job descriptions for school employees	80	20	(-)	
Program Improvement Profile				7.4 (-)

N=19

TABLE II--B1

Organization and Administration

School Organization

Criteria	% Yes	% No	Change	Profile Mean
Administration composed of chief administrator, sufficient personnel to perform duties	80	20	(-)	
School organizational structure complements purpose, facilitates instruction	100	0	(+)	
Organizational structure provides opportunities for personnel to contribute knowledge and expertise	100	0	(+)	
Program Improvement Profile				8.2 (+)

N=9

Organization and Administration

STANDARD II

The institution must have an effective organizational structure and administration to facilitate the operation of the institution.

RECOMMENDATIONS

- The goals and priorities of the governing body be identified and clearly expressed in writing.

SUGGESTIONS

- When vacancies in the upper level of administration occur, aggressive recruitment of females should be initiated.
- Goals and priorities identified by the governing body be made available to the general public.
- The organizational chart be updated to include supervisory structure for the custodial staff.

TABLE III--A1

Long Range Planning

Planning Process

Criteria	% Yes	% No	Change	Profile Mean
Long range plan for both programs and physical facilities	100	0	(+)	
Plan considers comprehensive planning data	100	0	(+)	
Governing body, faculty, administration/staff and advisory committees are involved in new program development	80	20	(+)	
National, state and local agencies considered in development of plan	100	0	(+)	
Program Improvement Profile				7.6 (+)

N=9

TABLE III--B1

Long Range Planning

Plan Components

Criteria	% Yes	% No	Change	Profile Mean
New programs based on comprehensive planning	100	0	(+)	
Plan identifies source of sufficient funds	80	20	(0)	
Long range plan includes provisions for expansion, improvement or modification of facilities	100	0	(+)	
Long range plan includes space for parking, driveways and walkways	100	0	(+)	
Long range plan for classrooms, shops and laboratories, professional assistance used	100	0	(+)	
Long range plan provides for student centered services	100	0	(+)	
Facilities expansion plans provide for handicapped	100	0	(+)	
Long range plan evaluated and modified	100	0	(+)	
Plan consider discontinuance of programs	60	40	(-)	
Program Improvement Profile				7.6 (+)

N=9

Long Range Planning

STANDARD III

Long range plans must be developed and implemented to ensure the relevance of the vocational education program in meeting the changing needs of students and the area served.

RECOMMENDATIONS

- The institution develop a long range plan for both programs and physical facilities.
- A plan be developed for the discontinuation of irrelevant programs.
- Annual reviews and recommendations for program improvement be documented.

SUGGESTIONS

- Traffic patterns be studied and a plan developed to minimize traffic congestion.
- The long range plan be reviewed and updated to reflect the current plan status.

TABLE IV--A1

Educational Programs -- Institution

Admissions

Criteria	% Yes	% No	Change	Profile Mean
Written policies govern admission to institution	100	0	(0)	
Admission policies approved by local governing board	100	0	(+)	
Student admissions appeal process established	60	40	(-)	
Admission policies openly displayed, readily available to students and general public	100	0	(0)	
Admission policies free of bias	80	20	(-)	
Admissions criteria established, published for vocational programs	80	20	(-)	
Summary of program offerings and admissions criteria included in annual non-discrimination public announcement	100	0	(+)	
Institution and program admission requirements reasonable	80	20	(-)	
Applications who do not meet minimum grade level criteria for program identified as academically disadvantaged	100	0	(+)	
Male and female students provided information, opportunity to enter any vocational program	100	0	(0)	
Licensing and certification requirements explained prior to enrollment	100	0	(+)	
Recruiting materials sex-fair and factual	80	20	(-)	
Transfer procedure between programs in institution	100	0	(+)	
Procedure whereby students can transfer between full-time day programs, evening programs, off-campus programs, in the same program area	100	0	(+)	

TABLE IV--A1 (continued)

Criteria	% Yes	% No	Change	Profile Mean
Job related tests to assist with selection and placement of students	100	0	(+)	
Program Improvement Profile				6.5 (0)

N=9

TABLE IV--B1

Educational Programs -- Institution

Programs

Criteria	% Yes	% No	Change	Profile Mean
Publication available to public describes programs offered	100	0	(0)	
Programs of sufficient scope to meet occupational needs of area	100	0	(0)	
Institution capable or reacting to changing employment needs	100	0	(0)	
Institution uses enrollment data, placement, follow-up advisory council, MIS data to ensure current programs are responsive to employment	80	20	(-)	
New programs established through input from administration, faculty, advisory council, program/craft committees, CETA, and employment agencies	100	0	(+)	
Special needs considered, developed and implemented into existing or new programs	100	0	(+)	
Procedure for discontinuing programs for which a need no longer exists	100	0	(+)	
Results of placement, follow-up used for program planning and evaluation of programs	100	0	(+)	
Instructional coordinator involved in planning and evaluation of programs	100	0	(+)	
Instructional coordinator involved in evaluation of instructors, selection of curricula, selction of equipment, teaching materials	80	20	(-)	
Instructional coordinator conducts regular observations of classroom, laboratories, work sites	100	0	(+)	
Results of advisory council, program/craft committee and student evaluations used for program planning, evaluation	100	0	(+)	

TABLE IV--B1 (continued)

Criteria	% Yes	% No	Change	Profile Mean
Displaced homemakers provided special guidance	100	0	(+)	
Occupational programs available in the evening	100	0	(+)	
Evening programs meet the same standards as full-time day programs	100	0	(+)	
Planning, administration, and supervision, quality of instruction in evening and off-campus programs equivalent to full-time day programs	100	0	(+)	
Valid minimum grade levels for reading and computational skills established for each regular vocational program	80	20	(0)	
Program Improvement Profile				5.0 (-)

N=7

TABLE IV--C1

Educational Programs -- Institution

Special Needs

Criteria	% Yes	% No	Change	Profile Mean
Special needs students admitted to institution, evaluated using job related criteria	100	0		
Lines of authority for admitting, identifying, remediating, training, placing and reporting special needs students	100	0		
Process identifies lines of authority for students' transition through admissions, evaluation, job preparation and placement	80	20		
Career development center an integral part of total instructional program	80	20		
Services of career development center available to job preparatory students in both day and evening programs	80	20		
Instructional coordinator manages, supervises, coordinates insturctional program for special needs students	100	0		
Program Improvement Profile				8.0 (+)

N=9

Educational Programs -- Institution

STANDARD IV

All vocational programs must be in accordance with the stated institutional philosophy and purpose, of high quality, and designed to meet the occupational needs of the students and the area served.

RECOMMENDATIONS

- Policy be established on admissions criteria so that all students are required to meet the same admissions standards.
- Admissions criteria be based on past experience of student success.
- Written admission policies be approved by the local governing board.
- Schools develop valid and reliable admission instruments.
- Admissions procedures include counseling for career choice.
- Students enrolled in evening courses be given placement tests.
- Student admissions appeal process be established and disseminated.
- State licensing examination needs be published in the school catalog.
- A clearly defined policy be written for off-campus experiences.
- A statement of program philosophy and purpose be made available.
- Courses be devised from an analysis of tasks performed by job incumbents with contributions from sources such as advisory council members, craft committees, employees, and MIS data.
- Enrollment data, placement and follow-up data, advisory council member suggestions and MIS data be used to insure that program offerings are responsive to employment opportunities in the service field.
- Valid minimum grade levels for reading and computational skills be established for success in each regular vocational program.
- Adequate storage space be provided in classrooms and laboratories.
- Job descriptions be developed for staff.
- All personnel handling cash be bonded.

SUGGESTIONS

- All student records maintained in the department be consolidated into one file once they become inactive.
- Recruiting materials and brochures be free of sex stereotyping and represent minorities.
- Evening instruction be offered that correlates with the day program.
- Instructors be granted time to attend advance school at the University of Georgia each August to update teaching methods in current trends.
- Instructors be provided with opportunities to update and upgrade competencies through internships in the business community.
- Instructors be made aware of the general operations of the complete department.
- Instructors be made aware of funds available for their LRC.
- Practice of requiring a photograph on student admission application forms be evaluated for its relevance and compliance with OCR guidelines.
- Lighted map directories of the campus be placed at the main entrance.
- Safety related posters and other visuals be displayed in prominent locations.

TABLE IV--A2

Educational Programs -- General

Admissions

Criteria	% Yes	% No	Change	Profile Mean
Written program admissions criteria available	96	4	(0)	
Admissions criteria based upon history of student successes and failures	82	18	(+)	
Criteria bias-free	92	6	(0)	
Male and female students provided information regarding enrollment, transfers, available jobs	98	2	(+)	
Qualified students provided opportunity to enroll regardless of race, sex, color, national origin or handicap	97	3	(0)	
Publication available describing program and enrollment criteria	94	6	(0)	
Program Improvement Profile				6.5 (0)

N=118

TABLE IV--B2

Educational Programs -- General

Program Purpose and Objectives

Criteria	% Yes	% No	Change	Profile Mean
Statement of program purpose available	97	3	(0)	
Statement evaluated annually	91	9	(+)	
Objectives identified	97	3	(0)	
Program Improvement Profile				6.6 (0)

N=118

TABLE IV--C2

Educational Programs -- General

Instruction

Criteria	% Yes	% No	Change	Profile Mean
Specific learning objectives identified	94	6	(+)	
Learning objectives organized into logcial sequence	96	4	(+)	
Criterion-referenced measures used to measure attainment of learning objectives	91	9	(+)	
Learning experiences varied so that all students are provided an opportunity for achieving program objectives	98	2	(0)	
Varied media approaches used to accomodate learning styles	94	6	(0)	
Work orientation, habits, attitudes interwoven in instruction	98	2	(0)	
Instructor actively involved in instruction-learning process	100	0	(0)	
Program Improvement Process				6.1 (-)

N=118

TABLE IV--D2

Educational Programs -- General

Health and Safety

Criteria	% Yes	% No	Change	Profile Mean
Safety, fire prevention, health and safety precautions practiced in lab, integrated in instruction	97	3	(+)	
Machines, tools, equipment maintained in clean, safe, operating condition	97	3	(+)	
Insturctional tools, instruments, machines, equipment, cleaned, oiled, cutting edges sharpened, stored	98	2	(+)	
Emergency switches easily identified, reachable from operator's position	92	8	(+)	
Sufficient space in labs and shops to minimize hazards	94	6	(+)	
All floors kept in good repair	93	7	(0)	
Emergency eye-wash stations in areas using caustic substances	90	10	(+)	
First aid kits available, usable	88	12	(0)	
Plan whereby instructors, students know what to do in case of medical emergency	94	6	(0)	
Personal protection devices available and used	92	8	(+)	
Operable fire extinguishers readily available, properly located	98	2	(0)	
Electrical recepticles and plugs in a safe operating condition	97	3	(+)	
Flammable materials stored in an appropriate area				
Program Improvement Profile				6.6 (0)

N=118

TABLE IV--E2

Educational Programs -- General

Planning and Evaluation

Criteria	% Yes	% No	Change	Profile Mean
System for evaluating student achievement based upon objectives	94	6	(0)	
Progress record prepared for students	94	6	(0)	
Efforts made to determine whether evaluation methods are valid and reliable	92	8	(0)	
Process for evaluation and updating program	93	7	(0)	
Process for planning and evaluating new courses and making revisions	93	7	(0)	
Process provides for suggestions from various sources	92	8	(+)	
Follow-up studies used to plan and evaluate courses within program	93	7	(+)	
Program Improvement Profile				6.2 (0)

N=118

TABLE IV--F2

Educational Programs -- General

Special Needs

Criteria	% Yes	% No	Change	Profile Mean
Instructor knows special needs students	90	10	(+)	
Program accessible to mobility impaired students	92	8	(+)	
Instructor participated in development of IEP for each handicapped student under 21 years old	89	11	(+)	
Instructor aware of long-term and short-term objectives in the IEP	89	11	(+)	
Procedure to obtain services of an interpretor exists	99	1	(+)	
Opportunities available to all eligible students	100	0	(0)	
Program Improvement Profile				5.9 (0)

N=118

Educational Programs -- General

STANDARD IV

All vocational programs must be in accordance with the stated institutional philosophy and purpose, of high quality, and designed to meet the occupational needs of the students and the area served.

RECOMMENDATIONS

- Revised admission policies be printed in the school catalog.
- Enrollment be limited to number of work stations available.
- Statement of program purpose be evaluated annually to ensure that it reflects the educational and occupational needs of students and community.
- Course objectives be identified and stated for all courses.
- Program objectives be identified in terms of competencies or recognized job titles and units of insturction be based upon defined and measurable student competencies.
- Sequenced learning activities (criterion-referenced measures) be developed and used to reach identified program objectives, and a series of lesson plans be used to ensure that sequences units of instruction support each identified program objective.
- Learning experiences be varied so that all students are provided an opportunity for achieving program objectives.
- Criterion-referenced measures be used to determine student attainment of specified objectives.
- Curriculum be reorganized to provide knowledge and skills necessary for occupational success.
- Inconsistencies in grading be eliminated by using criterion-referenced measures.
- A plan be made available to students and instructors as to what to do and whom to contact in case of medical emergency or injury.
- First aid kits be mounted in a location that is accessible to all students.

- Emergency cut-off switches controlling power to equipment be labeled so that it is readily located.
- Eye protection be provided and used in lab areas.
- Eye wash stations be next to paint mix areas.
- Electrical receptacles be corrected to safe conditions.
- Electrical floor receptacles be made flush with the floor so that students do not trip over loose wires.
- Surface hazard outlets be removed.
- Ventilation be installed in labs.
- Correct type fire extinguishers be placed in labs.
- Fire extinguishers be checked annually.
- Suitable type fire extinguishers be kept readily accessible
- Fire extinguishers be easily accessible to room entrances.
- An inventory control system be developed for consumable supplies.
- Hazardous equipment be adequately stored.
- Obsolete and broken equipment be replaced or repaired.
- A process for continuous evaluation of programs, and for planning and evaluating new courses, revisions to courses, or implementing new courses in programs be established using follow-up studies of students.
- Program improvement plan be developed that includes contributions from business, industry, school and state staff and other agencies in reviewing curriculum, equipment needs, time schedules and admission requirements, in order that programs be able to meet job placement requirements.
- Measurable objectives be used for evaluating student performance.
- Valid evaluation devices be developed to assess student achievement of defined learning objectives in theory.

- There be follow-up of evening students.
- Written exams include a performance component.
- Communication skills be made available to all students.
- Instructors be included in the development of IEPs for each handicapped person (under 21 years of age) in their program.
- IEPs be stated in employable, educational objectives.
- All rooms and facilities be made accessible to the mobility impaired.

SUGGESTIONS

- All programs be encouraged to maintain a practical, well-organized Learning Resource Center and that these materials be integrated into the curriculum.
- In-service be provided on the development, use and assessment of LRCs.
- More audio-visual materials be purchased and used.
- Consideration be given to providing evening students with the services of the central media center.
- Students be given an opportunity to participate in an evaluation of the instructors and the instructional program yearly.
- A card file be developed and maintained that documents contacts with industry regarding job placement and placement activities.
- Procedures for discontinuing programs be included in the Staff Handbook.
- Information and assistance be made available to students considering entering into a small business.
- Guidance personnel take initiative in inviting high school students and the general public to the center for tours, career days, and seminars.
- Programs be individualized to accommodate various learning styles and rates.
- Instructors be made aware of special needs students before they enter the program.
- Emergency health and safety procedures be reviewed with all staff on a regular basis.
- Light switches in flammable storage areas be explosive proof.

TABLE IV--A3

Educational Programs -- Occupational

Instructional Technology

Criteria	% Yes	% No	Change	Profile Mean
Purpose of program is to prepare individuals for employment	99	1	(+)	
Objectives of program identified	96	4	(+)	
Sequenced learning activities developed and used to reach objectives	97	3	(+)	
Instructor uses a series of lesson plans	96	4	(0)	
Instructional curriculum organized to provide knowledge, skill necessary for occupation	99	1	(0)	
Courses based upon defined and measurable student competencies	95	5	(+)	
Criterion-referenced measures used to measure student attainment of objectives	94	6	(+)	
Courses derived from analysis of tasks	94	6	(0)	
Practice equipment and materials available	95	5	(0)	
Student provided a planned sequence of courses leading to an occupation	97	3	(+)	
Work stations sufficient to accommodate number of students	95	5	(-)	
Program Improvement Profile				7.4 (0)

N=99

TABLE IV--B3

Educational Program -- Occupational Health and Safety

Criteria	% Yes	% No	Change	Profile Mean
Safety integrated into instruction	98	2	(+)	
Safety color codes used to mark emergency equipment, traffic aisles, operator stations	86	14	(+)	
Machines and equipment mechanically secured or placed on stationary mats to prevent walking or toppling	97	3	(+)	
Appropriate safety guards secured to machines	98	2	(+)	
Flammable bottled gasses stored in an outside area, separated by type, chained in an upright position, and appropriately marked when empty	97	3	(+)	
Lab area clean, organized, lighted, appropriate environment for learning	90	10	(0)	
Health and safety instruction and environment equivalent to that in business or industry	99	1	(+)	
Program Improvement Profile				6.9 (0)

N=99

TABLE IV--C3

Educational Programs -- Occupational

Planning and Evaluation

Criteria	% Yes	% No	Change	Profile Mean
Planning indicates contributions from council, program/craft committee, employers, MIS	90	10	(0)	
Systematic process to evaluate curriculum, instruction, equipment, competence of student completers	94	6	(0)	
Program/craft committee actively involved in program planning, evaluation	89	11	(+)	
Instructor maintains contact with business and industry	93	7	(0)	
Instructor uses follow-up data to make judgments regarding program content, length, relevancy	88	12	(+)	
Student enrollments, student retention, student placement on jobs, and student follow-up data indicate that planning and evaluation are provided in this program	90	10	(+)	
Program Improvement Profile				6.2 (0)

N=99

TABLE IV--D3

Educational Programs -- Occupational

Program Craft Committee

Criteria	% Yes	% No	Change	Profile Mean
Program has active program/craft committee	85	15	(0)	
Program craft committee includes representatives from business, labor, industry	75	25	(-)	
Program craft committee meets twice yearly	90	10	(+)	
Minutes of program craft committee retained for two years	88	12	(+)	
Minutes indicate dates of meetings, agenda, members present, recommendations	82	18	(0)	
Program Improvement Profile				5.1 (-)

N=99

TABLE IV--E3

Educational Programs -- Occupational

Related Instruction

Criteria	% Yes	% No	Change	Profile Mean
Related math and communication skill instruction available	90	10	(+)	
Related instruction provided, program specific	95	5	(+)	
Related instruction uses manuals, specifications, job sheets, as used on-the-job	94	6	(+)	
Type, amount and methodology for related instruction appropriate for program	98	2	(+)	
Related instruction helps in preparation of resumes, job interviews, work ethic	90	10	(+)	
Course available to students who are considering a small business venture	85	15	(+)	
Program Improvement Profile				6.3 (0)

N=99

TABLE IV--F3

Educational Programs -- Occupational

Live Work

Criteria	% Yes	% No	Change	Profile Mean
Written policies stipulate live work restrictions	85	15	(-)	
Policy stipulates that neither school system, employees, receive economic profit	85	15	(-)	
Live work relates to occupational skills	90	10	(-)	
Live work scheduled to coincide with the instructional unit	95	5	(0)	
Procedure available for student evaluation in live work setting	90	10	(-)	
Program Improvement Profile				6.0 (-)

N=99

TABLE IV--G3

Educational Programs -- Occupational

Co-op Program

Criteria	% Yes	% No	Change	Profile Mean
Person designated co-op program responsibility	100	0	(0)	
Student has training program on file	100	0	(0)	
Work stations provide skills necessary for employment	100	0	(0)	
Records indicate type, amount, quality of work and wages paid	100	0	(0)	
Work experience includes assessment by employer	100	0	(0)	
Person responsible for cooperative effort visits students regularly	100	0	(+)	
Cooperative coordinator provided information regarding student strengths and weaknesses	100	0	(0)	
Written co-op agreement on file for students	100	0	(+)	
Co-op coordinator provided daily planning time	100	0	(+)	
Students in non-profit schools contacted	100	0	(+)	
Students provided opportunity to participate in co-op program	100	0	(+)	
Program Improvement Profile				8.5 (+)

N=99

STANDARD IV

All vocational programs must be in accordance with the stated institutional philosophy and purpose, of high quality, and designed to meet the occupational needs of the students and the area served.

RECOMMENDATIONS

- Instructors use lesson plans to insure sequence in learning objectives.
- Information on potential earnings in the field be part of the pre-admission information provided students.
- Facilties be organized so as to improve the learning experience.
- Space be provided to accommodate the audio-visual equipment needed for programs.
- A quiet study area, suitable for using training aids, be made available.
- Study areas, separate from labs, be provided for students.
- Adequate space and equipment be provided to offer hands-on instruction.
- Appropriate adaptive visual tools be acquired.
- Equipment used to instruct students be CRTs as is used in business and industry.
- Equipment be purchased similar to that being used in business and industry to insure student skill proficiency.
- A plan for operating and maintaining the facility and its equipment be developed with a method devised for evaluating the effectiveness of the maintenance program.
- A method for improving sanitary conditions in laboratories be devised and enforced.
- Flammable materials or substances be stored in an appropriate area outside the building.
- Safety color codes be utilized to mark emergency equipment, traffic aisles and operator stations.

- Varied media approaches be made available and utilized to accommodate different learning styles of students.
- Instructors document carefully the use of job placement follow-up studies for program planning and evaluation.
- Exit points be identified for students meeting their occupational objectives without completing the total program.
- Instructors have and use suggestions from craft advisory committees.
- The advisory council provide advice on programs, equipment, curriculum, employment opportunities and other institutional and program needs.
- Craft committees be formed for all programs and minutes of such meetings be kept on file and available for review.
- Evening programs establish craft advisory committees.
- The advisory council be expanded to include member representatives of a cross-section of business, industry, labor and community as well as sex, minorities and handicapped.
- Two advisory council meetings be held each year and minutes of their meetings be kept on file for at least two years.
- Related instruction be provided for job seeking and survival skills.
- Students be taught related math and communication skills.
- A plan be developed to validate the performance objectives used in training programs; this plan should include development of criterion referenced measures for assessment of student achievement including student performance of live work.
- Faculty become familiar with the live work policy.
- An organized curriculum be developed and implemented to teach students resume preparation, job interviewing techniques, work ethics, productivity and human relations.
- Instructors in charge of OJT students visit these students regularly to monitor training.
- An individual training file be made for each student.

SUGGESTIONS

- Consideration be given to the inclusion of auditing and computer accounting courses to the program.
- Possiblity of OJT component be considered.
- Consideration be given to the development of live work experiences.
- The written live work policy be reviewed with the program personnel who use live work as an integral part of the instructional program.
- Customers sign a copy of the live work policy stating the liability of the school, instructor and student.
- Live work experiences and policies be developed for students in instructional areas such as comparison shopping, display and fashion coordination.
- Curriculum be expanded to include fashion instruction for careers in manufacturing and wholesaling.
- Consideration be given to offering fashion merchandising courses in the evening on a part-time basis for students who cannot attend the full-time program.
- The marketing department assume responsibility for the school store operation in order to provide live work experiences for students in the Fashion Merchandising, Marketing and Management programs.
- A DECA Chapter be formed to enhance the professional development of the Fashion Merchandising students.
- A practicum or cooperative training experience in the business community be provided for students during their fourth quarter.
- Equipment be updated in electrical areas of the instrumentation technology programs.
- The curriculum be revised to integrate computer technology in such areas as buying, sales and inventory control.
- Field trips be planned for students in the form of shows, supply houses and salons.
- Transportation be provided to advanced students to go to nursing homes and hospitals to perform services for home bound patients.

- Consideration be given to developing an off-campus advisory committee comprised of representatives from business and industry served by the schools in Quick Start training programs.
- Replacement of old equipment be a high priority.
- Safety mats be placed on floors in areas which become wet during laboratory work.
- Evening instructors be allowed the opportunity to actively participate in the craft committee advisory process.
- Representatives from industry be added to the advisory committees.
- Each department provide recommendations of business and community leaders to serve on the advisory council.
- Additional on-line CRTs to enhance Data Processing programs' relevance to business and industry.
- Related instruction be made available to students enrolled in satellite centers.

TABLE IV--A4

Educational Programs -- Non-Occupational

Consumer and Homemaking

Criteria	% Yes	% No	Change	Profile Mean
Consumer education available to full-time students	77	33	(-)	
Consumer education available to evening students	45	55	(-)	
Curriculum includes credit, financing, contracts	100	0	(+)	
Programs emphasize consumer education, resource, nutrition	100	0	(+)	
Evidence of community outreach programs	89	11	(0)	
One-third of consumer homemaking efforts devoted to programs in economically depressed areas	89	11	(0)	
Program Improvement Profile				5.5 (-)

N=9

TABLE IV--B4

Educational Programs -- Non-Occupational

Career Development Center

Criteria	% Yes	% No	Change	Profile Mean
Vocational evaluation services available to day and evening students	95	5	(+)	
Vocational evaluation services systematic determinants of student assets, limitations	93	7	(+)	
Assessment tools are valid and reliable	92	8	(+)	
Evaluation conducted according to documented purposes and plans	91	9	(+)	
Plan identifies questions and instruments used	80	20	(0)	
Evaluation data supplemented by interviews, tests, observations	80	20	(0)	
Vocational evaluation is comprehensive	90	10	(+)	
IEP on file for each handicapped student under 21 years old	90	10	(+)	
IEP states long range and short-term objectives	80	20	(+)	
Handicapped students evaluated regularly to determine progress	82	18	(+)	
Remedial math and communication skills available for academically disadvantaged	90	10	(+)	
Disadvantaged/handicapped specialists used to assist students, teachers	80	20	(+)	
Additional services provided to special populations evaluated	80	20	(+)	
Working relationships among, CDC, administration and teaching faculty	80	20	(0)	

TABLE IV--B4 (continued)

Criteria	% Yes	% No	Change	Profile Mean
Clear lines of authority and responsibility established and understood by CDC staff	85	15	(0)	
CDC staff participate in in-service training	95	5	(+)	
Single skill training available	90	10	(+)	
Close working relationship among instructors, coordinators, civic groups, etc.	90	10	(0)	
Program Improvement Profile				7.0 (+)

N=9

Educational Programs -- Non-Occupational

STANDARD IV

All vocational programs must be in accordance with the stated institutional philosophy and purpose, of high quality, and designed to meet the occupational needs of the students and the area served.

RECOMMENDATIONS

- Career Development Center services be made available to evening job preparatory students.
- Instruction related to job preparation, resumes, worth ethics, human relations, and consumer education be offered.
- Consumer education be made available to evening students.
- Instructors participate in the preparation of and keep on file an IEP for each special needs student under 21 years of age.

SUGGESTIONS

- A systematic method of CDC student intake be devised.
- In-service training be initiated for CDC to include faculty, staff and administrators.

TABLE V--A1

Staff

Administrative and Supervisory Staff

Criteria	% Yes	% No	Change	Profile Mean
Selection based on established criteria	80	20	(-)	
Criteria reflect standards of educational preparation, experience	100	0	(0)	
Institutional head has occupational and educational experience	100	0	(0)	
Published job descriptions available	100	0	(0)	
Qualifications of professional personnel commensurate with assigned duties	100	0	(0)	
School administration maintains effective communication links	100	0	(0)	
Program Improvement Profile				7.8 (+)

N=9

TABLE V--B1

Staff

Faculty

Criteria	% Yes	% No	Change	Profile Mean
Evidence reflects minimum standards of professional preparation and competency required for instructors	100	0	(0)	
Instructors keep abreast of current occupational technologies	100	0	(+)	
Evidence of liaison between instructors and business or industry	100	0	(+)	
Instructor/student ratio based on program criteria	100	0	(+)	
Planned preservice program provided for new instructors	80	20	(0)	
Institution provides time for professional staff growth	100	0	(+)	
In-service, on-the-job, and formal training provided by institution to assist in staff development	100	0	(+)	
Fair employment practices exercised in operation of institution	100	0	(+)	
Program Improvement Profile				7.2 (0)

N=9

TABLE V--C1

Staff

Personnel Evaluation System

Criteria	% Yes	% No	Change	Profile Mean
Institution has personnel evaluation system	80	20	(-)	
Evaluation provides for supervisor and self-evaluation	100	0	(+)	
Program Improvement Profile				7.0 (+)

N=9

TABLE V--D1

Staff

Non-Instructional Staff

Criteria	% Yes	% No	Change	Profile Mean
Sufficient non-instructional staff provided	100	0	(+)	
Job descriptions available for members of non-instructional staff	100	0	(+)	
In-service training provided for non-instructional staff	60	40	(-)	
Institution provides for preventative maintenance, custodial services to insure operation of facilities	100	0	(+)	
Custodial staff provides good housekeeping and maintenance of facilities and grounds	100	0	(0)	
Program Improvement Profile				6.6 (0)

N=9

Staff

STANDARD V

Staff qualifications, staff selection, and staff performance must support the objective of providing high quality vocational programs.

RECOMMENDATIONS

- A system be developed to ensure that instructors are kept abreast of current methods.
- Self-evaluation be included in the evaluation process.
- In-service training programs be developed for non-instructional staff.

SUGGESTIONS

- An instructor orientation program be implemented and evaluated by instructors for the program's effectiveness.

TABLE VI--A1

Learning Resource Center

Administration and Operation

Criteria	% Yes	% No	Change	Profile Mean
Institution provides a LRC	100	0	(0)	
Administration provides sufficient learning resources to support program	80	20	(-)	
Equipment and materials sufficient to meet needs of program	80	20	(-)	
Materials sufficient to provide for multi-media approach to instruction	80	20	(-)	
Materials include audio-visual aids, reference books, etc.	100	0	(0)	
LRC available for use by students during regular hours	100	0	(0)	
Plan available to evaluate effectiveness of LRC	60	40	(-)	
Plan takes seating, stock and time use into consideration	80	20	(0)	
Evaluation plan addresses student, faculty use of items	80	20	(0)	
Individual designated responsibility for LRC materials	100	0	(0)	
Program Improvement Profile				6.0 (-)

N=9

TABLE VI--B1

Learning Resource Center

Budget

Criteria	% Yes	% No	Change	Profile Mean
Annual budget provides for purchase of materials and repair of equipment	100	0	(+)	
Purchasing, recording, distributing LRC materials and equipment based on system	100	0	(0)	
Program Improvement Profile				7.0 (+)

N=9

Learning Resource Center

STANDARD VI

Learning Resource Center(s) to include curriculum materials, reference materials, audio-visual materials, publications, and other learning resources must be sufficient to support the vocational program conducted by the institution.

RECOMMENDATIONS

- Plans be developed to evaluate the effectiveness of the LRC's that take into consideration such items as seating capacity, stock capacity, time space utilization, and student and faculty use of items such as books, periodicals, reference materials, and audio-visual equipment.
- Administration provide adequate learning resources to meet the needs of students and faculty, including materials to simplify the use of multi-media instruction of the program areas.
- All instructors use the plan developed for evaluating the LRC.

SUGGESTIONS

- All instructors be made aware of available funds for the Learning Resource Center.
- Better use be made of the Learning Resource Center in all areas.

TABLE VII--A1

Financial Resources

Internal Budgeting

Criteria	% Yes	% No	Change	Profile Mean
Budget developed based on objectives	80	20	(-)	
Budget related to number of students served	100	0	(0)	
Budget development provides for present and future needs	100	0	(0)	
Staff involved in budget process	100	0	(0)	
Budget is comprehensive	100	0	(0)	
Administration used budget auditing procedures	100	0	(0)	
Personnel available for record keeping, reporting and auditing	60	40	(-)	
Sources of funds clearly identified	80	20	(-)	
Records of expenditures kept	80	20	(-)	
Program Improvement Profile				6.5 (-)

N=9

TABLE VII--B1

Financial Resources

Administration

Criteria	% Yes	% No	Change	Profile Mean
Financial resources basis for immediate and long range plans	100	0	(+)	
Financial records identify expenditures	100	0	(0)	
Periodic budgets prepared for department heads and instructors	80	20	(-)	
Method for reporting plant and equipment additions for insurance purposes	100	0	(+)	
Organized procedure for management of funds belonging to or owed by the institution	100	0	(0)	
Persons who collect or handle money are bonded	60	40	(-)	
Program Improvement Profile				5.8 (-)

N=9

TABLE VII--C1

Financial Resources

Purchasing Policies

Criteria	% Yes	% No	Change	Profile Mean
Purchasing system insures efficient use of budget funds	100	0	(+)	
Competitive bidding used for supply and equipment purchases	100	0	(0)	
System provides for emergency purchases	100	0	(0)	
Clearly stated student fee refund policy	100	0	(0)	
Program Improvement Profile				7.2 (-)

N=9

Financial Resources

STANDARD VII

Appropriate financial controls, management and business practices must be exercised to support the vocational education program.

RECOMMENDATIONS

- All personnel handling cash be bonded.
- Procedures be developed for staff involvement in the budgeting process.
- Procedures be developed for emergency purchases of instructional and non-instructional supplies.

SUGGESTIONS

- Other school personnel be prepared to perform the functions of the bookkeeper in the event of the bookkeeper's absence.
- All bonds be reviewed annually and the amount of the bond increased when necessary.

TABLE VIII--A1

Physical Facilities

Existing Facilities

Criteria	% Yes	% No	Change	Profile Mean
Plan developed for campus improvements	100	0	(+)	
Priorities for continuous improvement of facilities established	80	20	(+)	
Adequate light, heat and ventilation in all areas provided	40	60	(-)	
Facilities conveniently located	100	0	(0)	
Plan available for providing emergency medical care	80	20	(-)	
Students, faculty, staff aware of plan	80	20	(0)	
Facilities free from architectural barriers	60	40	(+)	
Transition plan on file to eliminate barriers	80	20	(+)	
Buildings identifiable to partially sighted students	60	40	(+)	
Restroom facilities convenient for mobility impaired students	60	40	(0)	
Adequate storage available to support program	100	0	(+)	
Fire resistant storage areas available	100	0	(+)	
Fire protection devices provided	80	20	(-)	
Exits clearly marked	100	0	(+)	
Electrical outlets and control switches readily accessible	80	20	(-)	
Fire extinguishers discharged and refilled annually	80	20	(-)	

TABLE VIII--A1 (continued)

Criteria	% Yes	% No	Change	Profile Mean
Fire extinguishers located in easily accessible area	80	20	(-)	
Type fire extinguisher compatible with potential hazard	80	20	(-)	
Fire alarms in good working order	100	0	(0)	
Electrical wires, plugs, recepticles in safe condition	60	40	(0)	
Regular emergency drills conducted	100	0	(+)	
Program Improvement Profile				6.5 (+)

N=9

TABLE VIII--B1

Physical Facilities

Operation and Maintenance of Facilities

Criteria	% Yes	% No	Change	Profile Mean
Plan for operating facility exists	80	20	(0)	
Plan includes evaluation of maintenance program	60	40	(0)	
Institution places emphasis on maintenance, housekeeping, inspection of emergency and safety equipment	100	0	(+)	
Institution provides sufficient material, equipment, supplies, personnel to operate its facilities	100	0	(+)	
Institution has a plan developed for campus landscaping	80	20	(+)	
Plan includes priorities for campus beautification	80	20	(+)	
Current topographical map available	60	40	(+)	
Facility operated in a manner consistent with energy conservation	100	0	(0)	
Programs scheduled in branches or off-campus considered a part of the total educational program and satisfy standards	100	0	(+)	
Program Improvement Profile				7.0 (+)

N=9

TABLE VIII--C1

Physical Facilities

Security

Criteria	Yes	No	Change	Profile Mean
Institution has a security program	100	0	(+)	
Security system provides for a quick response by trained personnel	100	0	(+)	
Security measures adequate	100	0	(+)	
Program Improvement Profile				8.0 (+)

N=9

Physical Facilities

STANDARD VIII

Design and arrangement of the physical facilities must provide for the health, comfort, and safety of the staff and students and be adequate to support the vocational education programs.

RECOMMENDATIONS

- Provisions be made to make buildings identifiable to partially sighted students.
- Sufficient electrical outlets be provided in lab areas.
- A comprehensive plan for campus improvements, expansion and landscaping be developed, including maps marked with priorities.
- Adequate ventilation be provided in the lab areas.
- Evidence of priorities for improvement of facilities be shown.
- Facilities be free from architectural barriers limiting accessibility to mobility impaired students.
- A written plan for providing emergency medical care be developed and faculty, students, and staff be made aware of this plan.
- Architectural barriers be removed for accessibility to the mobility impaired student.
- Fire extinguishers be easily accessible.
- Electrical recepticles be corrected to safe condition.
- A plan for operating and maintaining the facility and its equipment be developed.
- The maintenance plan include a method for evaluating the program's effectiveness.
- A current topographical map, coded to priority, campus, landscapping items be developed.
- Electrical floor recepticles be made flush with floor to prevent student and faculty from tripping on wires.

- Air conditioning be provided in labs with consideration given to lowering ceilings for energy conservation.

SUGGESTIONS

- Space be provided for the job placement office.
- Housekeeping be improved.
- A replacement schedule be developed for equipment used for building maintenance to serve as buffers.
- A schedule be developed to check battery strength in the emergency lighting system.

TABLE IX--A1

Equipment, Supplies and Instructional Materials

Equipment and Supplies

Criteria	% Yes	% No	Change	Profile Mean
Funds budgeted to provide equipment and supplies in accordance with occupational needs	80	20	(-)	
Planning includes selection of high quality equipment	100	0	(0)	
Instructional equipment meets program objectives	80	20	(0)	
Equipment used to attain program objectives	100	0	(0)	
Equipment meets safety standards	60	40	(-)	
Preventive maintenance plan to service equipment on a scheduled basis	40	60	(-)	
Equipment represents type used by business and industry	80	20	(-)	
Equipment replaced according to replacement schedule	40	60	(-)	
Equipment well-maintained and kept serviceable	80	20	(0)	
Obsolete equipment discarded	80	20	(0)	
Program Improvement Profile				5.5 (-)

N=9

TABLE IX--B1

Equipment, Supplies and Instructional Materials

Instructional Materials and Consumable Supplies

Criteria	% Yes	% No	Change	Profile Mean
Instructional materials provided to meet program objectives	100	0	(0)	
Materials used to meet objectives	100	0	(0)	
Materials are non-discriminatory	100	0	(0)	
Inventory available for instructional and non-instructional items	100	0	(0)	
Consumable supplies meet program objectives	80	20	(-)	
Supplies used to meet program objectives	100	0	(0)	
Sufficient supplies available to permit competitive bidding	100	0	(0)	
System for emergency purchases	100	0	(0)	
First aid supplies available	80	20	(-)	
Instructional materials and supplies stored, issued and used in an efficient and cost-effective manner	100	0	(0)	
Program Improvement Profile				7.5 (+)

N=9

Equipment, Supplies and Instructional Materials

STANDARD IX

Appropriate equipment and adequate instructional and non-instructional supplies must be provided to support the institution and the vocational education program.

RECOMMENDATIONS

- All equipment meet safety standards.
- A preventive maintenance plan be developed and implemented.
- An equipment replacement schedule based on priority needs be developed and implemented.
- First aid supplies be made readily available.
- A written system be developed for emergency purchases.
- A preventive maintenance plan be developed to service each item of equipment on a scheduled basis.
- Equipment be replaced according to a planned replacement and priority schedule.

SUGGESTIONS

- Systematic safety inspections be conducted to insure that all equipment conform to safety regulations.
- Procedure for removing obsolete equipment be distributed to all instructors.

TABLE X--A1

Student Personnel Services

General

Criteria	% Yes	% No	Change	Profile Mean
Personnel services includes evaluation of program effectiveness	80	20	(-)	
Diagnostic services provided for handicapped students	100	0	(+)	
SPS staff cooperates with faculty to insure program success	100	0	(+)	
System allows students to change programs after entry	100	0	(0)	
Provisions made to provide support services to displaced homemakers	100	0	(+)	
Tests are validated	60	40	(+)	
Tests are administered by trained personnel	100	0	(+)	
Tests include assessment of educational needs	100	0	(+)	
Tests selected and administered are reliable	100	0	(+)	
Parents of handicapped students under 21 years participate in IEP development	80	20	(-)	
IEP's re-evaluated annually	80	20	(-)	
Re-evaluation includes safeguards that allow for a review process	60	40	(-)	
Summary of program offerings and admissions criteria included in public announcements	100	0	(0)	
Program Improvement Profile				6.0 (-)

N=9

TABLE X--B1

Student Personnel Services

Counseling

Criteria	Yes	No	Change	Profile Mean
Cooperative effort by counselors and instructors in determining course requirements	100	0	(0)	
Counseling staff receives training in changing patterns of women, overcoming sex stereotyping	100	0	(0)	
SPS staff has professional experience and preparation	100	0	(0)	
SPS available to all students	100	0	(0)	
Student placement based on reasonable expectation of success	100	0	(0)	
Counseling process uses reliable and valid instruments	80	20	(-)	
Program Improvement Profile				7.5 (0)

N=9

TABLE X--C1

Student Personnel Services

Orientation

Criteria	% Yes	% No	Change	Profile Mean
Orientation program provide students with policies, function, personnel	100	0	(0)	
Orientation provides applicants assistance in choosing training objectives	100	0	(0)	
Program Improvement Profile				7.7 (0)

N=9

TABLE X--D1

Student Personnel Services

Personal Records

Criteria	% Yes	% No	Change	Profile Mean
Specific individual is responsible for student records	100	0	(0)	
Institution ensures the security of records through the use of vaults or other safety measures	80	20	(-)	
Counselors and teaching staff have access to records in order to provide guidance	100	0	(0)	
Provisions are made for emergency evacuation of student records	60	40	(-)	
System provided to record those who have access to personal records	80	20	(0)	
Program Improvement Profile				6.4 (-)

N=9

TABLE X--E1

Student Personnel Services

Student Organization Activities

Criteria	% Yes	% No	Change	Profile Mean
Student organization activities are supervised by institution	100	0	(0)	
Institution provides supervision and control of athletic programs	100	0	(0)	
Student groups communicate with school and student body	100	0	(0)	
Program Improvement Profile				7.0 (-)

N=9

TABLE X--F1

Student Personnel Services

Health

Criteria	% Yes	% No	Change	Profile Mean
Written emergency plan is available	80	20	(0)	
Plan is in effect to ensure student safety	80	20	(0)	
Institution has a system of reporting and investigating accidents	100	0	(+)	
Emergency evacuation plans are prominently posted	80	20	(0)	
Program Improvement Profile				7.0 (0)

N=9

TABLE X--G1

Student Personnel Services

Student Financial Assistance

Criteria	% Yes	% No	Change	Profile Mean
Institution provides system to disseminate financial information	100	0	(0)	
Program Improvement Profile				7.0 (0)

N=9

TABLE X--H1

Student Personnel Services

Evaluation

Criteria	% Yes	% No	Change	Profile Mean
Counseling process uses instruments that are valid and reliable	40	60	(-)	
Institution has a plan for determining validity of instruments used in counseling and program placement	80	20	(+)	
Instructional staff is encouraged to assist with validity study	100	0	(+)	
Validity study findings are made available	100	0	(+)	
Results of guidance and counseling evaluations are used to improve selection process	100	0	(+)	
Program Improvement Profile				4.4 (-)

N=9

TABLE X--I1

Student Personnel Services

Work Study

Criteria	% Yes	% No	Change	Profile Mean
Work study programs are available to qualifying applicants	100	0	(0)	
Work study students are in full-time enrollment	100	0	(0)	
Work study program is available to students who are 15 years old and less than 21 years old	100	0	(0)	
Work study stations are limited to LEA or other public or nonprofit agency	100	0	(0)	
System ensures that work study is limited to needy students	100	0	(0)	
Program Improvement Profile				7.6 (0)

N= 9

Student Personnel Services

STANDARD X

The quality and extent of guidance, counseling, and other student personnel services must be adequate to support the institution and the vocational education programs.

RECOMMENDATIONS

- An evaluation process be developed for use in evaluating program effectiveness.
- A plan be devised for security of student records.
- A plan be devised to insure the safety of students in the event of real, threatening or impending danger.
- Student personnel services be strengthened for evening students.
- Schools continue to participate in the SDE Project for the purpose of selecting a valid evaluation instrument and establishing local forms.
- Provisions be made for emergency evacuation of students' records in accordance with a written plan.
- Adequate safeguards be developed to store students' records in an area to protect them from fire and natural disasters.

SUGGESTIONS

- Updated school catalogs include a compliance statement for services provided to the handicapped.
- Provide school staff with in-service training relative to the proper interpretation of the published test scores and their use as admission criteria.
- Students be provided direct access to SPS coordinator's office.
- Administrative staff consider the adoption of the CPP for admissions purposes when the test is validated.

TABLE XI--A1

Placement and Follow-Up

Placement

Criteria	% Yes	% No	Change	Profile Mean
Philosophy on job placement available	100	0	(0)	
Operational plan describes placement services	80	20	(+)	
Individual responsible for coordination of placement services	100	0	(+)	
Plan outlines elements of communications between business, industry and institution	80	20	(+)	
Placement coordinator, staff, advisory groups, faculty, business and industry, addressed in the communications network	100	0	(+)	
Annual placement and follow-up activity provides for comprehensive placement service	100	0	(+)	
Placement services provided for students	100	0	(+)	
Staff and faculty actively involved in placement process	100	0	(+)	
File listing employers and employment opportunities available	100	0	(+)	
Procedure for employers to conduct interviews at the school	100	0	(+)	
Students taught interviewing skills	80	20	(0)	
Students taught job application skills	80	20	(0)	
Communication with and information on appropriate educational institutions maintained	100	0	(+)	
Emphasis on placement of students in non-traditional jobs	80	20	(-)	
Advisory councils, program craft/committees used in job development, placement activities	100	0	(+)	

TABLE XI--A1 (continued)

Criteria	% Yes	% No	Change	Profile Mean
Placement records maintained on graudates, completers and leavers	100	0	(+)	
Job placement of displaced homemakers a priority	100	0	(+)	
Program Improvement Profile				6.0 (0)

N=9

TABLE XI--B1

Placement and Follow-Up

Follow-Up

Criteria	% Yes	% No	Change	Profile Mean
Follow-up information collected on completers, leavers, annually for a three year period	100	0	(+)	
Follow-up information used as one means of measuring success of institution in meeting objectives	80	20	(0)	
Placement and follow-up information systematically made available	100	0	(+)	
Individual designated responsibility for coordination of follow-up activities	100	0	(+)	
Data sufficient to identify salary, sex, race of former students	100	0	(+)	
Program Improvement Profile				7.4 (+)

N=9

TABLE XI--C1

Placement and Follow-Up

Data Utilization

Criteria	% Yes	% No	Change	Profile Mean
Placement, follow-up information made available	100	0	(+)	
Placement information used to improve institutional effort	80	20	(+)	
Follow-up process includes information on employer satisfaction	100	0	(+)	
Program Improvement Profile				6.8 (+)

N=9

Placement and Follow-Up

STANDARD XI

The institution shall provide for comprehensive placement and follow-up services for all students in programs of occupation preparation.

RECOMMENDATIONS

- A plan be developed to provide feedback on follow-up information to all instructors for validation by industry.
- Emphasis be placed on enrollment of students in non-traditional fields.
- Follow-up data be used as a means of measuring the success of programs in meeting their objectives.

SUGGESTIONS

None

TABLE XII--A1

Community Relations

Administration and Involvement

Criteria	% Yes	% No	Change	Profile Mean
Individual designated responsibility for community relations program	80	20	(-)	
Community relations program generates active participation	100	0	(0)	
Personnel advised of their roles in community relations effort	100	0	(0)	
Experimental methods used to improve community relations program	100	0	(0)	
Community relations representative maintains lists of media for news releases	100	0	(0)	
File of activities available	100	0	(0)	
Program Improvement Profile				6.7 (-)

N=9

TABLE XII--B1

Community Relations

Communication

Criteria	% Yes	% No	Change	Profile Mean
Avenues explored for improvement of institutional image	80	20	(-)	
Community relations program keeps public informed of institutions' programs, operations and capabilities	100	0	(0)	
Efforts made to determine extent information reaching desired audience	100	0	(+)	
Community relations activities evaluated	100	0	(+)	
Program Improvement Profile				7.0 (0)

N=9

TABLE XII--C1

Community Relations

Advisory Council Involvement

Criteria	% Yes	% No	Change	Profile Mean
Advisory council active	80	20	(-)	
Advisory council includes members of both sexes, minorities, business, industry, labor and handicapped	80	20	(-)	
Records of advisory council kept for two years	100	0	(+)	
Advisory Council minutes indicate dates of meetings, agenda, members present, etc.	80	20	(-)	
Advisory council provides advice on programs, equipment, curriculum, employment, job development, review and approval of Local Application	80	20	(-)	
Program Improvement Profile				6.2 (-)

N=9

Community Relations

STANDARD XII

A continuous program of community relations and public information must be provided to facilitate a close working relationship with business, industry and other organizations to insure that high quality vocational education is available to all persons served by the institution.

RECOMMENDATIONS

- Advisory Council membership be expanded to include a handicapped person.
- Advisory Council be active and used to provide advice concerning programs to be added or deleted; adequacy of equipment; appropriateness of curriculum; employment opportunities; job development and review; and approval of the Local Application.
- Individual be designated Community Relations responsibility.

SUGGESTIONS

None

COMPETENCY GRAPHS FOR STANDARDS AND PROGRAM AREAS

COMPETENCY GRAPHS FOR STANDARDS AND PROGRAM AREAS

Ideally, each criterion for each standard should have a "Yes response. In this way each standard would indicate 100 percent attainment of criteria deemed essential for quality vocational programs. Because this is not always the case, the achievement graphs give a visual representation of institution competency by standard.

Additionally, competency graphs are provided for major service program areas evaluated under Standard IV (Educational Programs). The graphs are divided into major headings that appear in the assessment guide and are further grouped according to occupational or non-occupational programs as follow:

Occupational

Business Education
Health Occupations
Marketing and Distributive Education
Technical Education
Trade and Industrial Education

Non-Occupational

Career Development Center
Consumer and Homemaking Education

figure 1

BUSINESS AND OFFICE EDUCATION

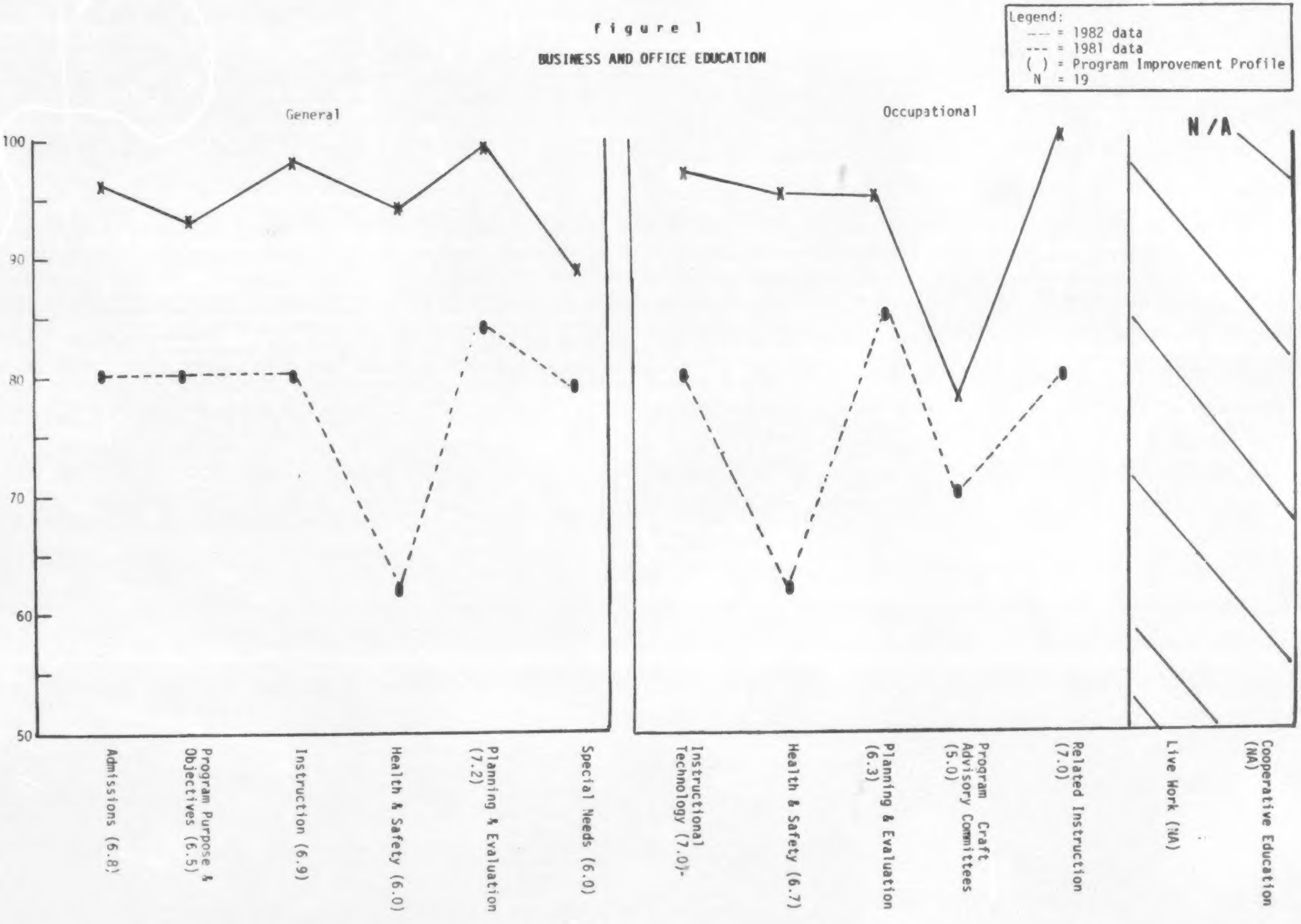


figure 2

HEALTH OCCUPATIONS

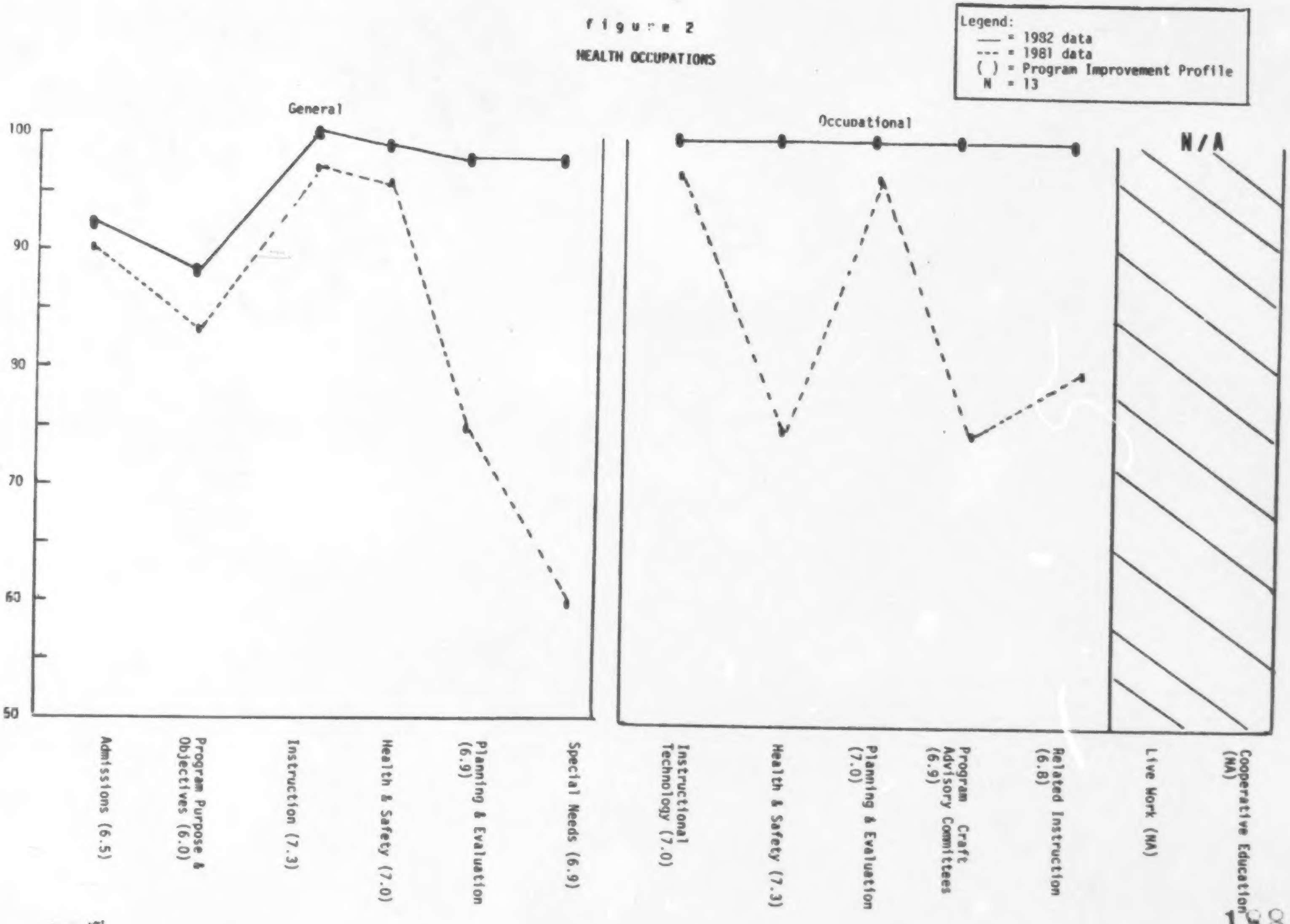


figure 3

MARKETING AND DISTRIBUTIVE EDUCATION

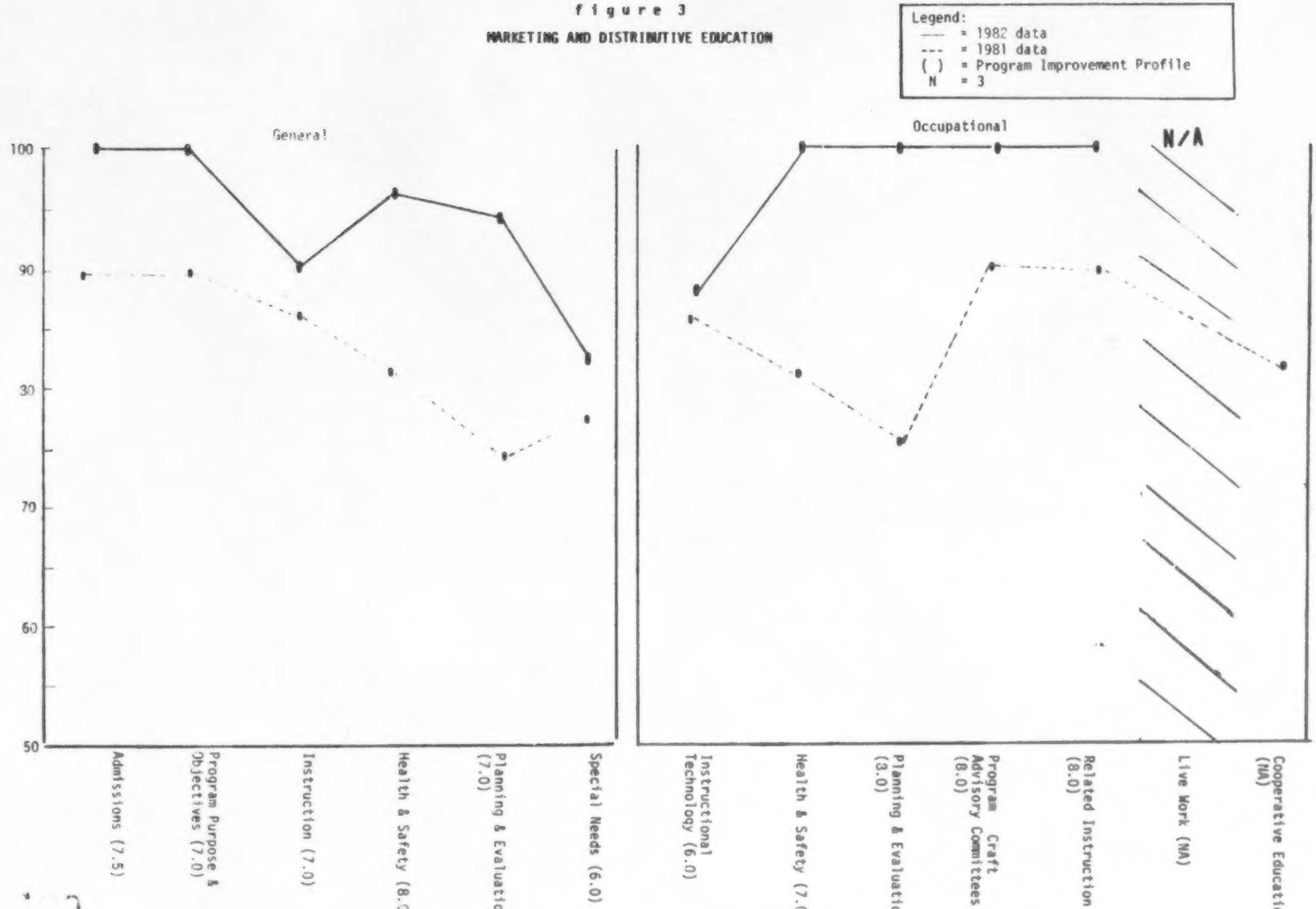


figure 4

TECHNICAL EDUCATION

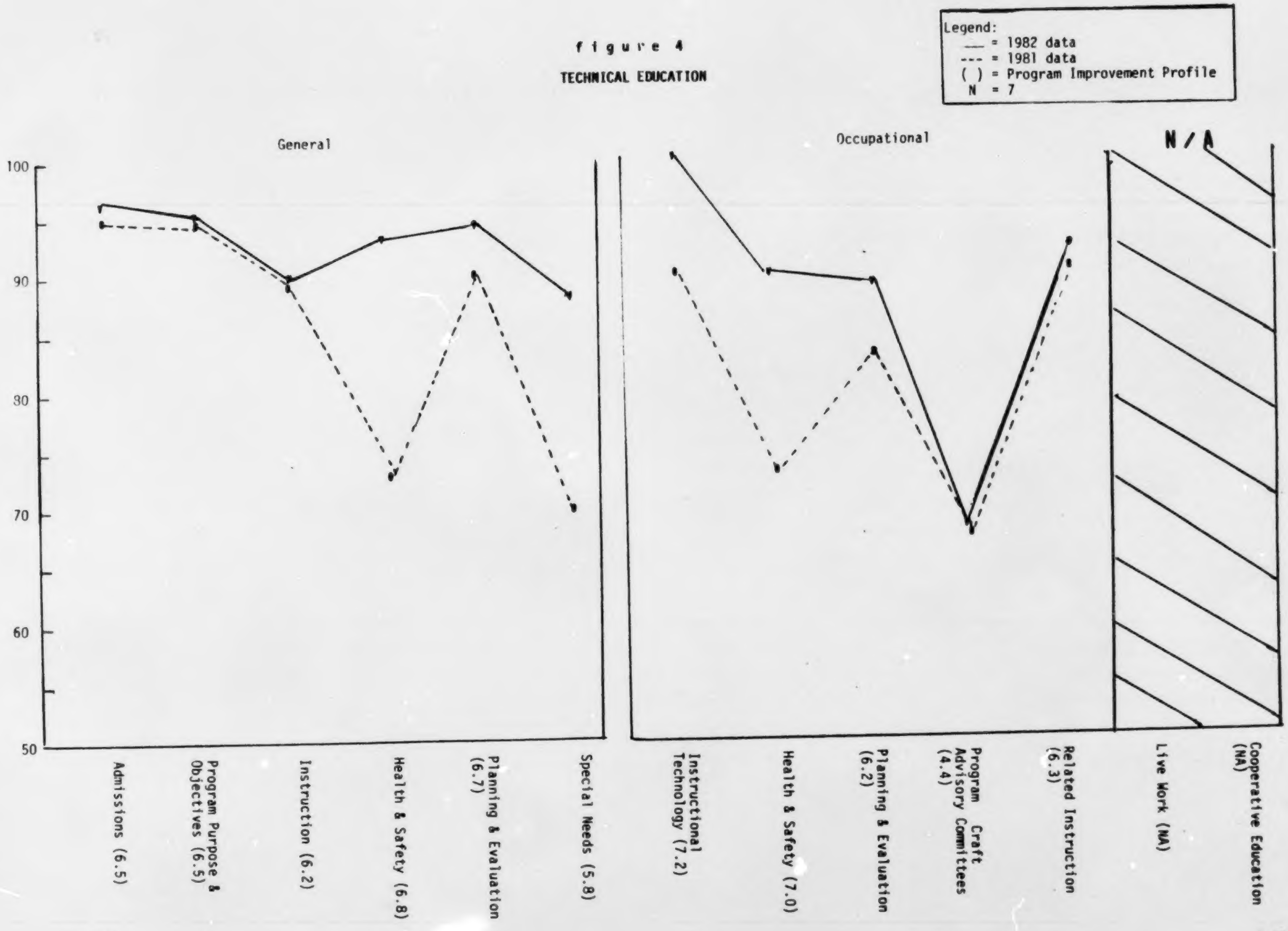


figure 5

TRADE AND INDUSTRIAL EDUCATION

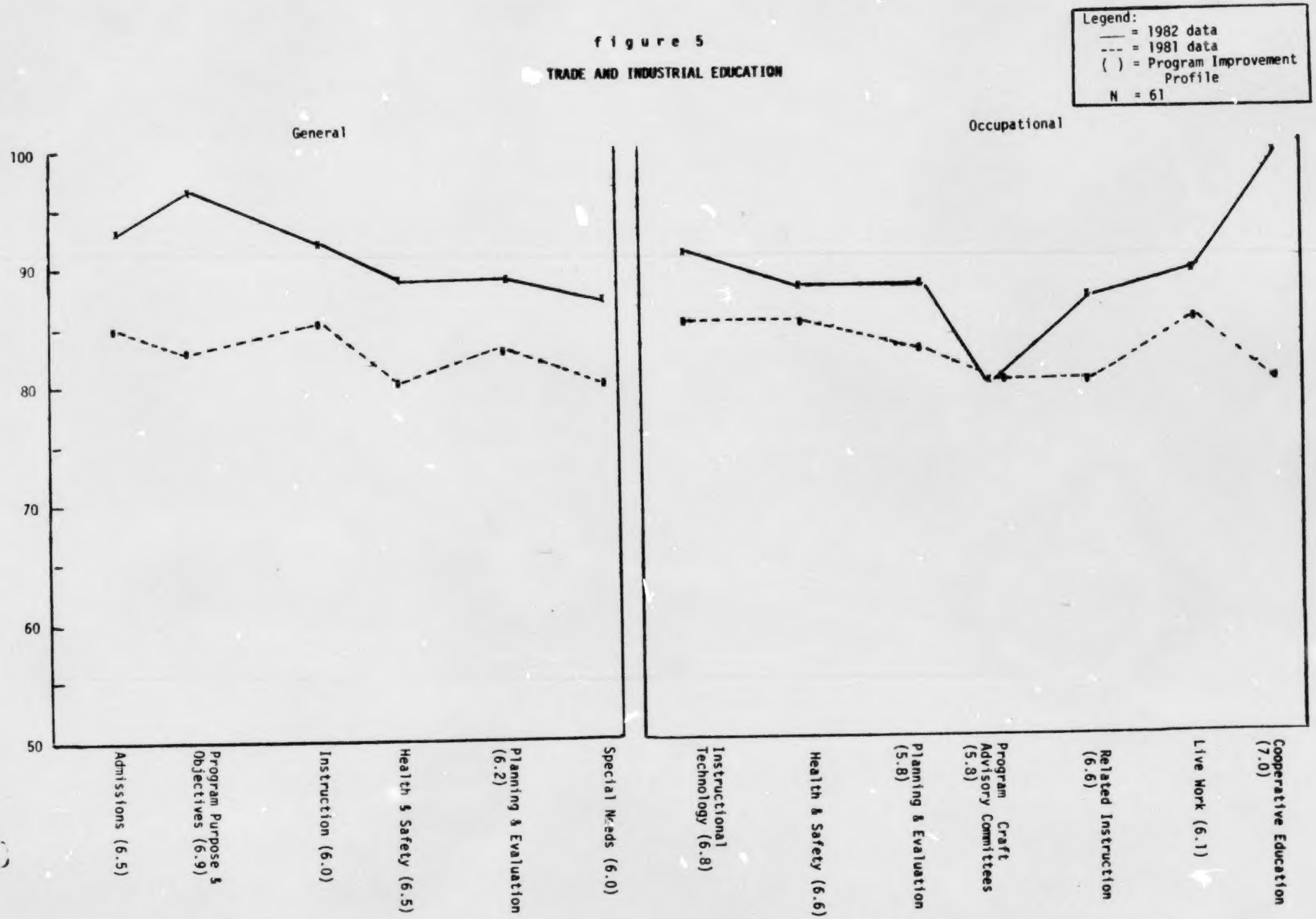
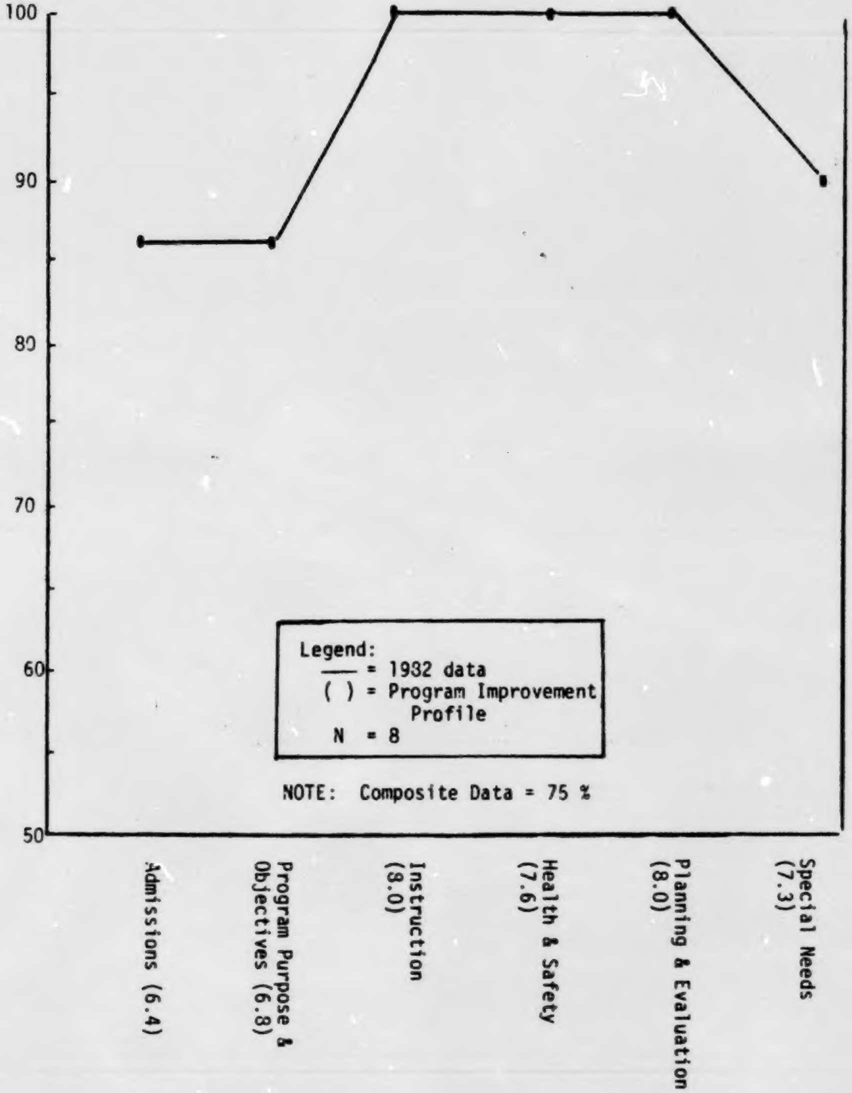


figure 6

CAREER DEVELOPMENT CENTER



General

NOTE: Composite Data = 75 %

Figure 7

CONSUMER AND HOMEMAKING EDUCATION

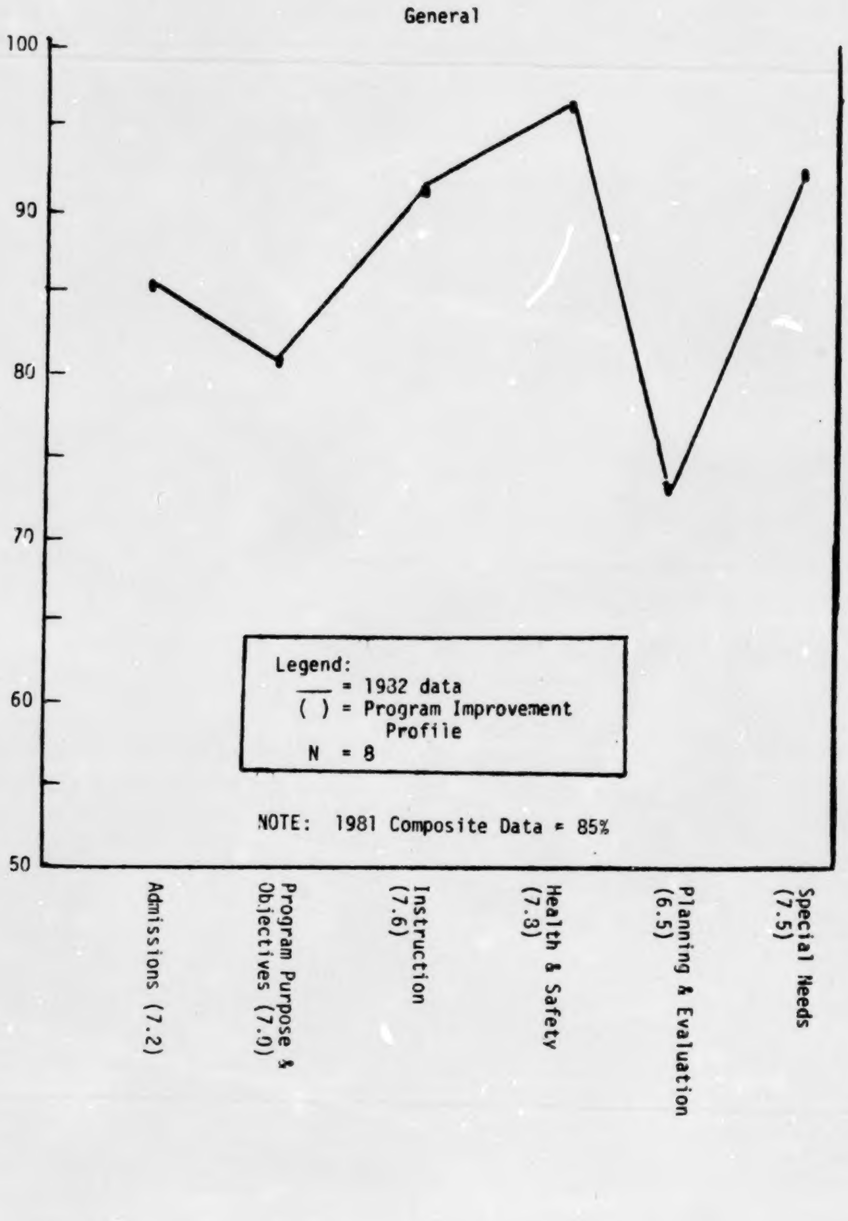
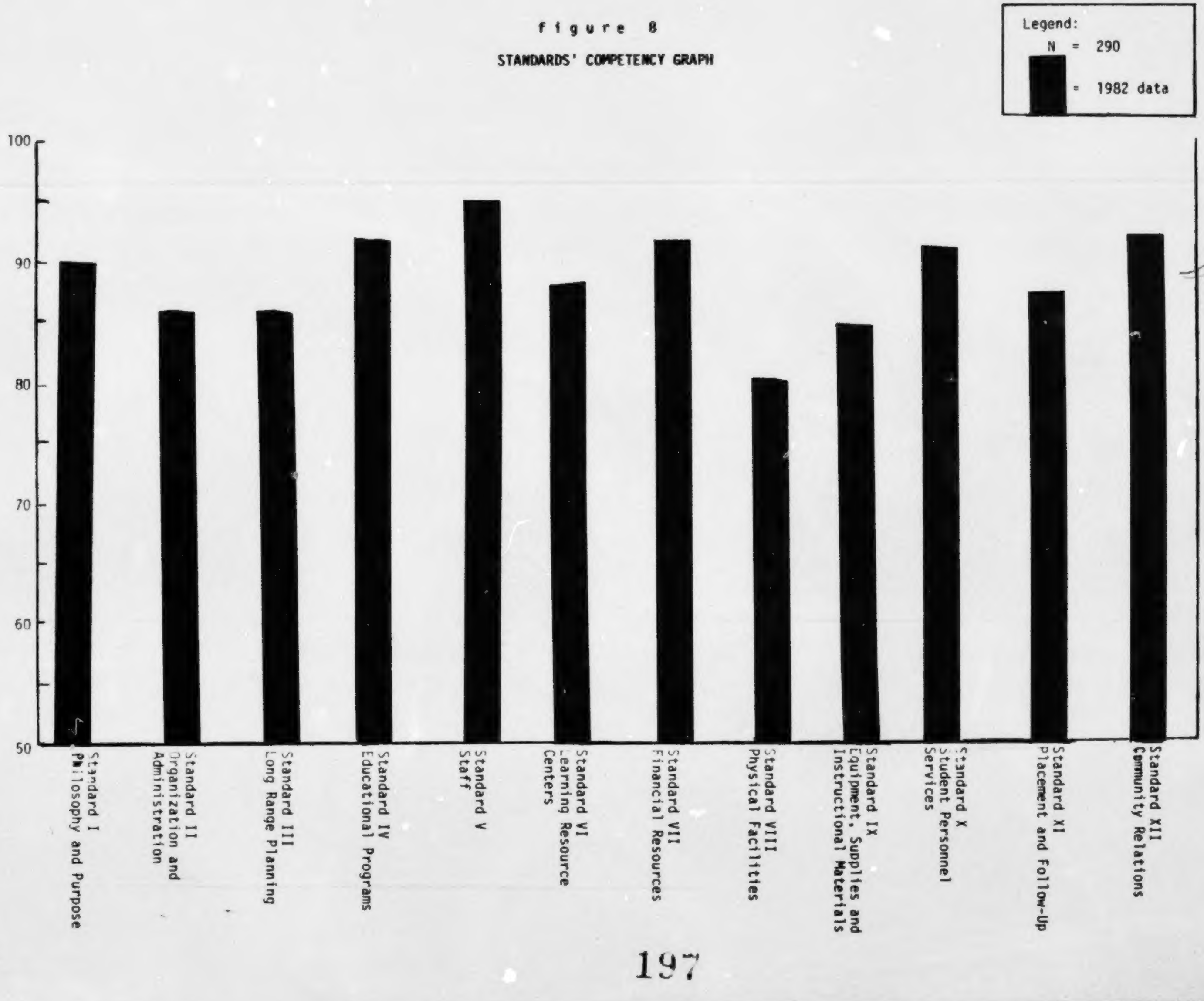

General

figure 8

STANDARDS' COMPETENCY GRAPH



META EVALUATION DATA

META EVALUATION DATA

The Georgia Vocational On-site component of the evaluation system has a meta evaluation component (an evaluation of the evaluation). It is this process that keeps the evaluation system responsive to change.

The meta evaluation documents consist of two questionnaires. One is used by teams members, and is filled out by them upon completion of the evaluation; the second is filled out by school system personnel. These questionnaires are designed to gather data for instrument modification.

TABLE XIII

Team Member Responses to Evaluation Follow-Up Questionnaires

	% Yes	% No
Orientation session clarified roles	97	3
Additional criteria questions needed	29	71
Delete criteria questions	14	86
Ambiguous criteria questions	17	83
Final report represents team consensus	100	0
*Comments		
N=104		

*
- Need an instrument to evaluate off-campus programs
- Include a glossary of terms
- Enjoyed the team experience
- An excellent learning experience
- Team leader assumed I knew more than I did about the forms to be filled out
- Specify number of students to be interviewed
- Commendation for improving the instruments
- An additional 1/2 day needed to complete it all
- Profile needs clarification
- Break two or three itemed questions into separate questions
- A complete list of team assignments be distributed
- Best evaluaticn instrument I have ever used
- Would be helpful to know one's assignment prior to the evaluation

TABLE XIV

System Personnel Responses to Evaluation Follow-Up Questionnaires

	% Yes	% No
Participated in self-assessment	96	4
Additional criteria questions needed	10	90
Delete criteria questions	11	89
Ambiguous criteria questions	9	91
Purpose of self-assessment clear	95	5
*Comments		
N=219		

* · Verify recommendations before writing them up
- Evaluate teacher activities
- Treat off-campus activities by its own criteria
- Longer time needs to be spent with teachers
- Comparisons should not be made between institutions
- Evaluation should be done the same time as Sacs
- Not enough emphasis placed on teacher performance
- Curriculum should be assessed
- Need a glossary of terms -- IEP, COOP, Criterion Referenced, valid, reliable
- Results are affected by individual differences among evaluators
- Keep evaluators in areas of expertise
- Put students on teams, both for self-assessment and for on-site visits
- More emphasis on teaching techniques
- What about follow-up activities
- More consistent evaluators, some spent hours with teachers while others spent only a few minutes
- Good documents for assessing programs
- The team was well organized and did a fine job
- Very helpful process
- Good learning experience